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ABSTRACT

This document is comprised of two separate publications relating to the Casco Bay Partnership for Workplace Education; the Final Performance Report and the Final Evaluation Report. The Casco Bay Partnership for Workplace Education, as described in the Final Performance Report, was a collaborative workplace literacy project involving the University of Southern Maine and three area businesses (American Tool, Barber Foods, and Hannaford Brothers). During an 18-month period, 36 tutors provided instruction to 641 participants at the 3 worksites. From its inception, the project activities were guided by the themes of teamwork and self-directed learning. At each level of the project's operation, all program components were designed in a shared decision-making process. All instructional and organizational strategies used during the project were designed to help project participants take charge of their own learning. Other project activities included presentation of a 30-hour training program for tutors, development of a "motivation survey," and publication of a quarterly newsletter and student-authored publication. All goals stated in the project grant application were met or exceeded. Also included is a Final Evaluation Report in which the themes of teamwork and self-directed learning were described and translated into practice. Appendices in the final performance report include: program recruitment strategies, job profiles, sample pretests/posttests, career planning and workshop descriptions/agendas, project newsletter, sample student publication, and various survey instruments and forms. The final evaluation report contains 14 references. (MN)

ED 378 427

Casco Bay Partnership for Workplace Education

Final Performance Report

Final Evaluation Report

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CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION

University of Southern Maine

Casco Bay Partnership for Workplace Education
Project Award #V198A30063
Final Performance Report
January 1995

CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION

University of Southern Maine

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Casco Bay Partnership for Workplace Education
Project Award #V198A30063
Final Performance Report

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Casco Bay Partnership for Workplace Education
Project Award #V198A30063
Final Performance Report

Executive Summary

The Casco Bay Partnership for Workplace Education was created in May 1993, as an eighteen-month national workplace literacy project funded by the U.S. Dept. of Education. The project is housed in the graduate literacy program of the College of Education at the University of Southern Maine, and involves three business partners: American Tool Company, Barber Foods, Hannaford Brothers Company. The grant application cited five major goals, which were met or exceeded by the Partnership. The objectives and accomplishments of the project are described for each of these goals.

Goal One was to provide learner-centered literacy instruction for 375 workers. Workplace literacy services were provided to a total of 641 employee participants over the project period. On-site classes included four levels of English as a second language, reading and writing at various levels, basic math, and oral communications. Employee participants demonstrated significant skills gains as indicated by pre and post-instruction assessment.

Goal Two was to offer support services to eliminate barriers to participation, such that 80% of the workers served by the project would successfully complete the training. This goal was accomplished (81% completion rate) through effective advisory committee work, company incentives, and provision of childcare services.

Goal Three was to recruit and train graduate students as instructors in the program. The project employed a total of 36 instructors; 83% were either current or recently graduated from the College of Education. An initial 30-hour training and a total of 26 tutor meetings and staff development sessions were held across sites and curricular areas.

Goal Four was to design assessment and evaluation procedures that measure workplace literacy outcomes. Project staff, in consultation with the external evaluator developed a conceptual framework for analyzing authentic workplace outcomes. A "motivation" survey, an "I CAN.." self-assessment, and interviewing practices are project innovations that document impact of the program on individuals and the workplace.

Goal Five was to organize an effective management plan. The administration of the project and all key personnel were as indicated in the original proposal.

Dissemination and Project Products included a quarterly newsletter, a student-authored publication, a Partnership Notebook (work in progress), three evaluation reports submitted by the external evaluator, and project activities related to local, state, national and international links (information exchange) with workplace literacy programs and practitioners.

The Partnership:

The Casco Bay Partnership for Workplace Education was created in May 1993, as an eighteen-month national workplace literacy project funded by the U.S. Department of Education. This project is housed in the graduate literacy program of the College of Education at the University of Southern Maine. While five area companies and over 600 employee participants were served by the Casco Bay Partnership during the 18-month grant cycle, only three companies make up the original Partnership with the University, and the data in this report is generally limited to these three business partners: Hannaford Brothers, American Tool, Barber Foods. (Additional participants were served at National Semiconductor Inc., manufacturer of integrated circuits, and two employees were tutored at Nichols Portland, machinists of metal parts.)

- **Barber Foods**

  Barber Foods is a family-owned business in Portland that prepares chicken into frozen stuffed entrees, foods which are sold throughout the United States and internationally. Barber Foods continues to expand its operations, and now employs more than 500 workers, many of whom have been placed in employment through Portland's refugee resettlement program of the Catholic Charities Organization. Almost half of the workforce at Barber Foods is made up of recent immigrants with limited English proficiency (and speaking a total of 27 different languages), meaning that many frontline workers are unable to function independently in some job capacities. Additionally, over 50% of the native Maine workers have not graduated from high school, and many are faced with new requirements on the job that exceed their current skills levels. Insufficient literacy/numeracy skills and limited English proficiency have created a number of workplace problems. Breakdowns in communication and cross-cultural misunderstandings have resulted in inefficiency, waste, errors and downtime during production, frustration and high employee turnover. (Turnover in 1993 was an unacceptable rate of 22.5%)

  In light of these circumstances, the priorities for a basic skills program at Barber Foods were to improve workers' skills in three areas: English as a second language, basic math --especially in the conversion of metric and standard weights and measures, and literacy

(for speakers of English). More specifically, the basic skills training was targeted at several job positions undergoing significant changes. These positions included: line workers, who must perform job tasks more independently of direct supervision; weight room and shipping personnel, who must utilize and increasing number of document literacy and computational skills; lead people and immediate supervisors of line workers, who must demonstrate and increased proficiency in communication in English, especially in giving and following written instructions.

- **Hannaford Brothers** is northern New England's largest food retailer. At the South Portland Distribution Center, 400 employees are responsible for getting products and produce to over 80 supermarkets and drugstores throughout the region. At Hannaford Bros., the average warehouse employee (white male, native of Maine) has been at the company for nine years, and has seen many additions to his responsibilities at work. Unlike the early days of moving boxes and pallets by hand, sophisticated equipment and employee expertise are now responsible for moving 1,271 tons of products per day at Hannaford. New technology in computerized inventory systems, as well as increased team management responsibilities have put significant pressure on all employees, but especially on those with inadequate reading, writing and math skills. For this population, continued employment means upgrading skills.

  The priorities for a basic skills program at Hannaford Bros. were in the areas of literacy, communications, and math. Improvements in these areas were deemed necessary due to three significant problems that have been identified at the distribution center. First, document literacy among warehouse and support staff is currently inadequate, resulting in improperly processed forms, incomplete/erroneous computer printouts and shipping orders. Second, a new radio-frequency controlled inventory system located in an operator's forklift has not been successfully incorporated into the work routine. In-house training efforts have had limited effect, due to the inability of workers to successfully process multiple tasks such as basic mathematical calculations, reading and interpreting coded instructions, prioritizing tasks and entering/writing relevant information. Third, and most importantly, effective communication skills necessary for the new team environment are lacking. These skills include participating in production team or labor

union meetings, taking notes, leaving written instructions for incoming shifts, problem-solving and making recommendations. Inadequate literacy, math and communication skills have resulted in inefficiency, waste and rework, discouragement with the organization's teaming initiative, low worker morale and fear of losing jobs.

- **American Tool** (formerly known as The Irwin Company) is the largest producer of wood-boring tools in the world, specializing in drill bits, taps and dies. The company has a tradition of in-house training which has enabled the firm to change its 'batch' production to a 'just-in-time' system and to improve turnaround times and inventory control throughout the organization. The 165 employees (46% women) include 30 speakers of English as a second language. The high-performance production practices at American Tool rely on the recent introduction of a workcell organization. Like many other team initiatives, employees in each workcell are now increasingly responsible for operation of multiple pieces of equipment, must be cross-trained, and must participate in cooperative activities with co-workers. These activities require proficiency in speaking English, reading and writing a variety of work-related documents, using basic math, and making decisions in a group setting. A related need at American Tool lies in the current inability of many employees to access the company's "pay for skills" incentive program. This program allows employees to take semi-annual skills tests to become eligible for promotion and/or wage increases. With this situation, the priorities for a basic skills program at American Tool were in the areas of math (particularly in relation to equipment operation), reading and writing, and English as a second language.

In summary, each of the companies making up the Casco Bay Partnership represents a different type of industry, has a different demographic profile of employees, maintains a different type of organizational structure, and has differing needs and priorities for upgrading basic skills in the workforce. Thus, the challenge to the workplace literacy project was to customize basic skills instruction for each of the sites, while at the same time seeking to define a core curriculum which would transfer not only across departmental areas and job positions, but across workplaces and diverse industries as well.

Objectives and corresponding accomplishments:

The grant application cited five major goals of the project. Each of these goals, and the objectives and activities that the project undertook to meet those goals, as well as the resulting accomplishments are described in the following pages.

GOAL ONE: To provide learner-centered literacy instruction in the workplace for approximately 375 adults in order to foster new employment opportunities, career advancement, and increased productivity in a changing workplace environment.

The project's objectives related to this goal included: setting up a vital partnership between the University and three businesses, recruiting employee participants, integrating skills within a functional-context curriculum, demonstrating measurable gains in skills development, using job-related requirements for setting individualized goals and measuring outcomes.

Project Activities and Accomplishments

Setting up the Partnership: The relationship between the educational partner and the corporate partner(s) is arguably the single most important ingredient of any workplace literacy project. The Casco Bay Partnership sought to create a responsibility-sharing relationship with the business partners that would ensure three things: maximum participation from all levels of the company, input and feedback mechanisms that would allow for flexibility and improvements to the instructional program as it developed, and an atmosphere of trust and confidence where teachers, learners, corporate management and labor representatives could feel involved, committed and proud of their workplace program.

During the first three months of the grant cycle, project staff met with managers, labor leaders, human resources personnel and/or training directors at each of the Partnership companies. These groups each constituted a "steering committee", and were responsible for establishing the program parameters and priorities at the company. According to the stated objectives of the grant application and following the guidelines of the National Workplace Literacy Program, each committee drew up a program "statement of purpose", which outlined the

company's specific needs, priorities, and objectives for its own workplace education program. The model for creating the purpose statement was drawn from Rothwell and Brandenburg, The Workplace Literacy Primer (HRD Press, Amherst, MA, 1990). An example of a purpose statement is included in the Appendix, exhibit A, as is a description of the preliminary steps that the committees used to develop the document.

The value of the purpose statement was two-fold. First, it put in writing the expectations and intended outcomes of the workplace literacy program, so that all participants had a common frame of reference and the direction was clear. Revisions to the purpose statement could take place at any time, particularly if the needs assessment revealed contrary information, if business needs changed, or if further additions were deemed necessary. The second benefit of the purpose statement was the participatory nature of its design. By engaging management, labor and other company representatives in identifying corporate needs and setting program direction, project staff promoted the practice of active involvement and "buy-in" from top managers and supervisors. Furthermore, the group had identified some of the workplace indicators for assessing desired outcomes of the program, and these same individuals could be called upon at a later date to assist in evaluating those outcomes.

By the third month of project start-up, the steering committees had given way to larger, more representative groups, called advisory committees. The advisory committees were composed of employees from all levels of the company (including supervisory personnel and frontline workers). The advisory committees met monthly, and took on the role of overseeing program implementation. This included helping project staff to conduct a needs assessment of a variety of job positions, promoting the program and recruiting participants, providing feedback on courses and program delivery. In this capacity, the advisory committee served as a vital link between project staff and the workplace.

Recruitment of employee participants: The application stated that workplace instruction would be provided for approximately 375 adults. By the end of the 18-month cycle, over 600 employees had received instruction, greatly exceeding original estimates.

Who was served by the project? The following summary tables present the total numbers of participants by company, the enrollment in specific curricular areas by company, and the demographic profile of students by company. These tables are based on three 10-12 week instructional cycles (average).

Total Number of Participants Completing Coursework

	Cycle One	Cycle Two	Cycle Three	TOTALS
American Tool	68	50	31	149
Barber Foods	86	78	60	224
Hannaford Bros	57	67	32	156
			TOTAL:	**529**

In addition to the 529 students completing full-length classes, an additional 46 participants attended GED workshops and career counseling sessions which were presented at each of the worksites. Workplace literacy services were also provided to 2 employees at Nichols Portland company, and for 45 employees at National Semiconductor. And finally, an additional fourth cycle of instruction was provided at Barber Foods in the fall of 1994, serving 19 employees. **The total number of participants served by the project was 641.**

Enrollment in Curricular Areas (Three Instructional Cycles)

	Literacy	Math	ESL	Communication
American Tool	7	91	51	0
Barber Foods	15	80	129	0
Hannaford Bros	45	40	3	68

ESL was the primary instructional program at Barber Foods; not surprisingly, basic math dominated at American Tool, and communications and literacy instruction were the priority at Hannaford Brothers. This pattern of enrollment is in keeping with (confirms) the stated needs of the workplace for basic skills training and the needs described by individual employees.

DEMOGRAPHIC PROFILE OF PARTICIPANTS

	Cycle One	Cycle Two	Cycle Three	TOTAL
American Tool	White: 38 Black: 2 Asian: 28 --- male: 48 female: 20 --- avg. age: 33 --- years at co: 0-5 yrs: 54 6-10 yrs: 12 11-15 yrs: 2	White: 24 Black: 2 Asian: 24 --- male: 35 female: 15 --- avg. age: 33 --- years at co: 0-5 yrs: 36 6-10 yrs: 13 11-15 yrs: 1	White: 14 Asian: 17 --- male: 18 female: 13 --- avg. age: 34 --- years at co: 0-5 yrs: 22 6-10 yrs: 8 11-15 yrs: 1	White: 76 Black: 4 Asian: 69 --- male: 101 female: 48 --- avg. age: 33 --- years at co: 0-5 yrs: 112 6-10 yrs: 33 11-15 yrs: 4
Barber Foods	White: 39 Black: 20 Hispanic: 2 Asian: 25 --- male: 60 female: 26 --- avg. age: 34 --- years at co: 0-5 yrs: 50 6-10 yrs: 18 11-15 yrs: 16 16+ yrs: 2	White: 33 Black: 20 Hispanic: 4 Asian: 21 --- male: 49 female: 29 --- avg. age: 33 --- years at co: 0-5 yrs: 52 6-10 yrs: 17 11-15 yrs: 8 16+ yrs: 1	White: 27 Black: 8 Hispanic: 3 Asian: 22 --- male: 32 female: 28 --- avg. age: 32 --- years at co: 0-5 yrs: 46 6-10 yrs: 11 11-15 yrs: 3	White: 99 Black: 48 Hispanic: 9 Asian: 68 --- male: 141 female: 83 --- avg. age: 33 --- years at co: 0-5 yrs: 148 6-10 yrs: 46 11-15 yrs: 27 16+ yrs: 3
Hannaford Bros.	White: 53 Black: 1 Asian: 3 --- male: 54 female: 3 --- avg. age: 34 --- years at co: 0-5 yrs: 31 6-10 yrs: 14 11-15 yrs: 9 16+ yrs: 3	White: 62 Black: 1 Asian: 4 --- male: 63 female: 4 --- avg. age: 35 --- years at co: 0-5 yrs: 32 6-10 yrs: 20 11-15 yrs: 11 16+ yrs: 4	White: 29 Black: 1 Asian: 2 --- male: 31 female: 1 --- avg. age: 35 --- years at co: 0-5 yrs: 16 6-10 yrs: 7 11-15 yrs: 7 16+ yrs: 2	White: 144 Black: 3 Asian: 9 --- male: 148 female: 8 --- avg. age: 35 --- years at co: 0-5 yrs: 79 6-10 yrs: 41 11-15 yrs: 27 16+ yrs: 9

The success of the Casco Bay Partnership in recruiting and enrolling participants over multiple terms of instruction has been attributed to the following program characteristics:

- *Sensitivity and responsiveness to individual needs in the workplace context*

In keeping with principles of adult learning, all classes were presented as an opportunity for employees to improve their basic skills in a supportive, non-threatening environment. Classes were voluntary, and individual test scores held confidentially between teachers and learners. Also, the needs assessment process included extensive interviews with a cross-section of employees from different job positions. The interviews focussed on job-specific training needs and the interests of the individual employees for basic skills development. Incorporating the employees' input and recommendations into both the curriculum design and choice of course offerings created a participatory climate which, in turn, resulted in effective recruitment and consistently high enrollment.

- *Active involvement of the advisory committee*

At each worksite, the Assistant Project Coordinator worked with the advisory committees to plan and implement recruitment strategies that would be effective in that company's specific environment. Building on effective practices of other national workplace literacy projects, the Casco Bay Partnership helped committees to develop appropriate promotional and dissemination vehicles for the workplace program. Examples of recruitment strategies and products are included in the Appendix, exhibit B. The advisory committees also served as a strong link to students in the program. Many advisory committee members were enrolled in classes themselves, and were able to communicate to co-workers directly about the benefits of the program. Additionally, labor representatives on the committee had the opportunity to use union publications and meetings to promote the program.

- *Atmosphere of trust among employee participants*

The Casco Bay Partnership developed program policies and procedures at each worksite that were designed to build confidence and employee "buy-in". As a matter of policy, individual

test scores and specific items of student coursework were held confidentially between students and teachers. By maintaining the confidence of students with low levels of literacy, the program invited participation in the skills-building program without the accompanying fears of exposure of skills deficiencies or potential job recriminations. While cumulative scores, curricular materials, and student feedback information were shared with advisory committees and management, it was presented anonymously and without reference to individual employee participants. As it turned out, many employee participants were willing and eager to share the products of their coursework with others. The student-authored publication Writers at Work became a very popular and much anticipated product across the worksites, and in turn, served as an unintended vehicle for further recruitment. Student contributions to the project newsletter Casco Bay Partnership News also highlighted employee achievement in the basic skills classes and generated continuing interest in the program.

The project also engaged in lengthy, ongoing discussions with frontline employees and their immediate supervisors on the needs for basic skills training and desired outcomes. By making these discussions a focal point for determining curriculum, identifying workplace indicators of program success, and including employees' individual learning goals and desires for training, the project promoted participation from the outset. Employees who felt that their input was sought in designing the program were positively disposed to the training and likely to either participate themselves or encourage others to participate.

Finally, confidence in the program was reinforced by the incentives provided by the employer. Commitment to the program was demonstrated by each business partner in the full or partial release time provided to employees for class time. One employer provided a bonus to employee participants who completed courses. The effect of these incentives was more than financial. Participation in basic skills courses became an integral part of corporate culture and training; the message from management was one of valuing employees' educational needs and initiative, and valuing the program as a vital component of the company's development and organizational mission.

Integrating skills within a functional-context curriculum:

The ways in which skills or competencies are described in the workplace is an entire body of research and literature in and of itself, one which continues to evolve within the field of organizational development as well as within the National Workplace Literacy Program. In its 18-month period, the Casco Bay Partnership sought to combine best practices in adult literacy education with the functional context of specific worksites. As stated in the application, it was a program objective to integrate reading, writing, speaking, listening skills with problem-solving, reasoning, computational, learning to learn and team-building skills. Each course was customized to both the needs of the worksite and the needs of individual participants.

During the first three months of project start-up, project staff conducted a series of interviews, observations and follow-up interviews with supervisors and frontline workers at each site. This needs assessment process served several purposes. One purpose was to corroborate (or present contrary evidence to) the organizational priorities which were identified in the purpose statement. For example, the advisory group at Barber Foods described an "inability to promote from within" as one of their organizational priorities which was linked to a need for basic skills training. Through interviews with employees, project staff confirmed that the in-house skills testing required for promotion was a major obstacle for many employees, due to their inadequate math and English proficiency. On the other hand, safety was cited as another organizational priority by the advisory committee, yet interviews and task analysis did not find evidence of a direct correlation between basic skills needs and plant safety issues. Therefore, while safety remains of paramount importance to the company, it holds a more tangential relationship to the workplace education program. While there is a widespread conviction that improved language proficiency will contribute to worker safety at Barber Foods, it is acknowledged that many factors contribute to safety, and the success of the basic skills program will be measured most productively in other areas --such as promotability and success in in-house skills testing.

Another purpose of the interviews and observations was to generate a profile of the basic skills needed in given job positions. Math, literacy, ESL and communication skills were described in the task analysis, in order to set the foundation for curriculum and instruction. Furthermore, employees were asked to describe their own perceptions of training needs, for themselves and for their work area/department. Supervisors and frontline workers were asked

about the greatest challenges facing them at work, and the types of training which would be most beneficial in meeting those challenges. Once a general profile of the job position was written, employees had an opportunity to both critique and amend the description, and to complete a self-rating survey on the difficulty, frequency and priority of the job tasks described. With this information, project staff were able to propose course offerings to the site, and help instructors to build appropriate curricula. Two examples of job profiles are found in the Appendix, exhibit C.

A final purpose of the interviewing process was to gain visibility at the worksite, to promote trust, confidence and employee "buy-in". By spending time with employees in a supportive, non-judgmental role, project interviewers were able to informally advertise the program as an educational opportunity for frontline workers which would be provided in a "safe" and "management-free" arena. Since many of the project staff interviewers were instructors in the program, prospective students and their teachers had an opportunity to have preliminary discussions of both learner and program objectives. The success of this strategy became apparent in the large enrollment turnout at each of the Partnership companies.

As described in the grant application, the project sought to use individualized learning plans in order to contextualize instruction through authentic workplace applications. Course curriculum was customized to the needs of individual participants, and acknowledged the needs of the workplace, as indicated by the interviews and surveys conducted during needs assessment. Some examples:

At Hannaford Brothers Co., over half the employees surveyed indicated that breakdowns in communications (both oral and written) were causing shift-to-shift delays in workflow, frustration with team initiatives and low morale. Accordingly, half of the total number of courses offered by the workplace education program were in basic effective oral communication skills. The curriculum for each class was built around the needs of participants to improve their own abilities in listening, organizing thoughts, expressing ideas clearly, giving and receiving feedback, negotiating, problem-solving, and conflict resolution. These interpersonal skills were developed for immediate application in specific workplace settings such as team meetings, shift-to-shift passdowns, union/management discussions, coping with challenging co-workers, etc.

At Barber Foods, basic proficiency in English as a second language was a priority for many employees. The ESL program was developed for four general proficiency levels, with

additional classes available for advanced ESL reading/writing, pronunciation, math for ESL speakers, and one-on-one literacy tutorials. The curriculum across courses and levels varied according to the specific needs of participants and their job positions. The largest percent of employees at Barber Foods are line workers. These jobs have limited reading/writing or computational requirements; in fact the position is an entry-level one that is physically demanding and often tedious. The focus of ESL curriculum for line workers was therefore two-fold; 1) to improve oral and written language proficiency so that employees could understand and follow company procedures and safety practices, request information, access company support services, participate in meetings, give and follow instructions, and understand company culture; 2) to prepare for job/educational advancement, either within the company or outside. Many Barber Foods employees are recently arrived refugees, and have great needs for career and educational planning. Within the context of the workplace ESL classes, participants addressed topics of diversity and multi-culturalism in the workplace, the expectations, values and responsibilities of American workers, performance evaluations, hiring and promotion practices, legal issues at work, etc.. Guest speakers from the company (managers and HR staff) were invited to classes to discuss company procedures --such as calling in sick, filing a grievance, making recommendations, and also to share their personal perspectives on the company, their own work experiences and aspirations.

Other job positions at Barber Foods entailed greater basic skill requirements and were linked to specific skills testing for job advancement. Weight checkers, supervisors and set-up operators use specific math and literacy tasks in their work. ESL and math curriculum for some employees was thus designed to provide the basic math and English skills to succeed in the job and to prepare for the requisite testing. A similar patten emerged at American Tool, where machine operators had variably broad to narrow needs for skills training. Some operators wanted to upgrade their skills to increase their comfort level with current job tasks; others had specific goals for career advancement through the "pay for skills" program offered at American Tool.

Demonstrating measurable gains in basic skills development:

One method used by the Casco Bay Partnership to assess skills proficiency was with a pre and post-instruction assessment. For ESL and math classes, instructors administered an

oral/written test during the first week of class, and another version of the same test during the last week of class. For ESL students, the nationally standardized BEST (Basic English Skills Test, from the Center for Applied Linguistics) was used, in either the oral or written forms. 100 employee participants completed pre and post versions of the BEST test at the beginning an end of a 12-week instructional cycle. A summary table of student outcomes on the BEST test is presented below, indicating that students improved their scores an average of one proficiency level for each cycle of instruction:

Summary scores for 100 ESL participants, over one 12-week instructional cycle

	BEST pre-course score (raw score)	**BEST post-course** score (raw score)	Gain
100 Employee Participants in ESL	High: 79 Low: 2 Median: 49.5 Average: 45	High: 83 Low: 12 Median: 55.5 Average: 54	High:+52 Low:-9 Median: +7.5 Average: +9

Raw scores in the table correlate to seven language proficiency levels, as identified by the BEST criteria. Students in the workplace education program ranged from level one to level seven proficiency, and the average gain from one cycle to the next was one level.

For basic math, tutors and project staff collaborated to design and administer customized math tests for the workplace classes. Pre and post versions of a sample math test are included in the Appendix, exhibit D. For those students who took both a pre and post math test, the average gain was about 25%, as indicated by the results for cycle two: 56 participants in math classes for cycle two took equivalent pre and post tests. 52 participants increased their scores (smallest gain was 4%; largest gain was 69%); 2 participants went down in their scores (-14%) and 2 participants remained the same (0%). The average change among 56 participants was a gain of 26%. Interestingly, there was a noticeable difference in gains across sites: American Tool had an average increase of 18%; Barber Foods' participants gained 20%, while employees at Hannaford Brothers showed an average increase in scores of 44%. Project staff speculated that the number of Hannaford Bros. employees requesting a "refresher" course in basic math was higher than other sites. Therefore, the dramatic increase in scores may be a result of re-learning forgotten math basics, rather than learning new material for the first time.

One of the difficulties that the project encountered in maintaining pre and post scores was the movement of students across classes using different assessment tools, thereby providing no comparable assessment data. For example, students enrolled in a very basic math class might transfer to a higher level class in weeks three or four of instruction, thus showing a high score on a pre-test in basic skills, and a lower score on a completely different (more complex) post-test used in the higher level class. Also, shift changes and other work-related scheduling changes sometimes caused students to transfer into classes using alternate assessment tools, or to be absent from the class during which the test was administered. In order to capture assessment data more rigorously in future cycles, the Casco Bay Partnership plans to use more incremental testing throughout the instructional program. It is hoped that this approach will reduce the number of incidents of mismatched or omitted pre and post scores.

In the areas of literacy and communications, a wide variety of informal assessment tools were used to document a baseline skill level for students entering the program, and their achievement by the end of the instructional program. The communications courses relied primarily on the "I CAN..." surveys for pre and post-course assessments. Reading and writing classes maintained writing samples, together with learners' and tutors' reports of achievement to document individual progress. As noted in the Phase Two evaluation report, the project experienced difficulties in summarizing the vast amount of descriptive data for literacy improvements. For example, some tutors and learners emphasized structural or technical criteria for demonstrating improvement (reading speed, number of miscues, spelling, grammar, etc.); while others described qualitative improvements in self-expression, increased use of higher order thinking skills to contextualize and build meaning, increased confidence and self-esteem, etc. As a result of this experience, the Casco Bay Partnership intends to continue its investigation of appropriate assessment techniques for workplace reading and writing classes. An interest in portfolio assessment has led to planning a pilot study within the workplace literacy project. In the next funding cycle, project staff will work closely with University faculty who are experts in portfolio assessment, in order to design and implement a structured portfolio assessment study with some of the workplace classes. Results will be documented and analyzed, with appropriate recommendations made for future use.

Use job-related requirements for setting individual goals and measuring outcomes:

This objective is one of the most important, and one of the most challenging aspects of the workplace education program, as it requires project staff and participants to do two things: 1) combine individual needs --which may be more personal in nature-- with workplace needs, in order to form a curriculum which is both learner-directed AND work-specific; and 2) describe the appropriate indicators of success, in order to measure authentic outcomes in the workplace.

According to well-accepted principles of adult education, the adult learner succeeds best when the learning opportunity is voluntary, respectful of the learner as an adult with much prior experience to bring to bear on the learning task, is learner-driven, with performance-based outcomes. The notion of "meeting the learner where s/he is" and building skills from there became the focus of curriculum and instruction, rather than use of an entirely pre-determined curriculum derived from established work conditions and imposed on passive employee participants.

One way in which instructors and students negotiated goal-setting and selection of specific topics within the curriculum was through the use of a task-based self assessment tool called an "I CAN..." inventory. This survey tool was designed by the Casco Bay Partnership for the following purposes:

- to provide a baseline assessment for specific skills and topics to be addressed in the class;
- to identify specific basic-skills tasks that could later be used as criteria to measure workplace outcomes;
- to encourage adult learners to engage in self-assessment practices and to take a decision-making role in their own learning.

Essentially, the procedure for administering the "I CAN..." survey was as follows:
Course instructors listed several components of the planned curriculum as tasks under the "I CAN..." heading. A workplace math class might include such items as "estimate the number of boxes on a pallet", "use a calculator to compute percentage of waste", "convert metric system measurements of tool parts to English standard system", "check my work and feel confident that I got the right answer", etc. Course participants were asked to consider their own needs for math skills, either as a group, or individually, and these needs were written in task form and added to the list. For example, class members may feel a need to "overcome math anxiety and feel like I

can succeed in an area where I have failed previously", "do the calculation without help from my supervisor", or a personal application of skills such as "help my daughter with her math homework".

The resulting "I CAN..." inventories had a series of performance-based skills with a common core of workplace applications for the class, with some individual variation. Examples of completed inventories are included in the Appendix, exhibit E. Students (with the assistance of tutors, where necessary) complete the self-assessment exercise, and go on to describe learning objectives for the course. At the end of the course (or chapter/unit), the self-assessments are completed again. Students and instructors can note the shift in learner progress, prepare additional review in certain areas, and define new objectives. Learners, project staff and advisory committees could also use the tasks described in the "I CAN..." inventories as examples of workplace indicators, for follow-up evaluation of workplace outcomes.

In addition to the classroom use of the "I CAN..." assessments, the Casco Bay Partnership looked at other workplace gains which occurred after instruction. These included: promotions, access and success in pay-for-skills testing, other training successes, greater participation, etc. To get this data, project staff relied heavily on company HR staff and supervisors to report events and monitor individual successes. What resulted from this practice was a large volume of anecdotal responses. Typically, information was gathered as testimonial evidence of positive changes in employees who participated in classes. For example, "our supervisor has noticed that many of the ESL students are participating more in shift meetings"; "several math students took the pay-for-skills test and two have been promoted"; "we've noticed a dramatic difference in so-and-so's attitude recently-- he's a changed man since those classes!" While these anecdotal reports confirm positive workplace outcomes, the project lacked sufficient staffing to collect data in a more systematic way. Of particular importance was the need to analyze positive results in company activities that may be linked to multiple causes. For example, in the three months following the second cycle of instruction at Barber Foods, plant safety reached record high levels and was a source of considerable pride for everyone! The workplace education advisory committee discussed the correlation between the safety improvements and the basic skills classes. The group concluded that the education program should be acknowledged for making a positive contribution, especially in the ESL courses which included many safety topics; however,

the fact that no new hiring had taken place during those peak safety months was also a significant factor in reducing the number of accidents, and thus the direct correlation was unknown.

In sum, the workplace education project learned from this and similar experiences that collection of data on workplace outcomes requires a sophisticated, time and labor-intensive study. Human Resources personnel at the companies maintain employee records and productivity measures according to their own purposes, but not in ways which are ideally suited for tracking educational outcomes. In order to improve on the systematic collection of evidence on workplace outcomes, the Casco Bay Partnership will be changing its staffing pattern in its next funding cycle. Project site coordinators will have the specific responsibility for accurate and thorough documentation of employee outcomes, working in conjunction with company personnel. Career and educational outcomes will be monitored as well, including GED success, access to corporate tuition reimbursement, and other opportunities for educational and career advancement. Workplace documents for performance appraisal will be reviewed for their suitability as possible assessment tools to document both individual gains and organizational impact.

GOAL TWO: To offer support services to eliminate barriers to participation by adult workers in a workplace literacy project through a committed partnership.

The project's objective related to this goal was to anticipate that 80% of the workers served by the project would successfully complete the training. Successful completion was defined as significant achievement/progress noted by instructor and learner, such that the learner was prepared to advance to a higher level course, committed attendance (90%), and award of a certificate/bonus upon completion. This objective was accomplished, as indicated in the following summary for each cycle of instruction:

Cycle One: American Tool, Barber Foods, Hannaford Brothers

Total # of participants enrolled (attended at least one class): 262

Total # of participants who successfully completed: 211

Successful completion rate: 81%

Cycle Two: American Tool, Barber Foods, Hannaford Brothers

Total # of participants enrolled (attended at least one class): 240

Total # of participants who successfully completed: 195

Successful completion rate: 81%

Cycle Three: American Tool, Barber Foods, Hannaford Brothers

Total # of participants enrolled (attended at least one class): 149

Total # of participants who successfully completed: 123

Successful completion rate: 83%

The project did find differences in completion/attrition across sites. Hannaford Brothers showed the highest rate of successful completion, whereas Barber Foods was consistently lower. Project staff speculate that the company release-time incentives for employee participation were a determining factor in the completion rates (full release time at Hannaford Bros; partial release time at American Tool, no release time at Barber Foods). Variation across sites is presented in the following table:

RATE OF SUCCESSFUL COMPLETIONS AND ATTRITION RATES BY COMPANY

	Cycle One	Cycle Two	Cycle Three	Totals 1-3
American Tool	83 enrolled 68 completed --- 82% completion 18% attrition	54 enrolled 50 completed --- 93% completion 7% attrition	38 enrolled 31 completed --- 92% completion 8% attrition	175 enrolled 149 completed --- 85% completion 15% attrition
Barber Foods	116 enrolled 86 completed --- 74% completed 26% attrition	115 enrolled 78 completed --- 68% completion 32% attrition	76 enrolled 60 completed --- 79% completion 21% attrition	307 enrolled 224 completed --- 73% completion 27% attrition
Hannaford Bros	63 enrolled 57 completed --- 90% completion 10% attrition	71 enrolled 67 completed --- 94% completion 6% attrition	35 enrolled 32 completed --- 91% completion 9% attrition	169 enrolled 156 completed --- 92% completion 8% attrition

The project addressed five types of support services to ensure maximum participation and completion of courses: active involvement of the advisory committee in feedback and support, childcare, transportation, on-site classes, career and educational counseling services.

Advisory committees at each site served to monitor employee feedback on the program and address any logistical barriers to participation. Project staff developed a program evaluation form which asked participants to comment on a number of factors which might inhibit their successful participation or completion of training. An example of this form is included in the Appendix, exhibit F. Advisory committees used this data to make recommendations for action. For example, when it was discovered that students in a third shift class at Hannaford Brothers were either late to class or missing an all-important crew meeting which was scheduled at the same time, the advisory committee worked to reschedule the class time and got permission from the shift supervisor to release employees 15 minutes earlier from the crew meeting. Additionally, advisory committee members and project staff worked to follow up on employee participants who dropped out of class. Employees were asked to comment on whether the reasons for leaving the class were personal, work-related, or whether the class did not meet their expectations. The most frequent response for leaving the program was a change in schedule --either work or personal scheduling that prevented employees from continuing the classes. An example of the follow-up form is included in the Appendix, exhibit G.

Childcare services were originally anticipated for a large number of employee participants taking classes during non-working hours (100 children were projected for childcare services.). As the project developed, every company (with the exception of Barber Foods) demonstrated its commitment to the program by including classes at least partially **during working hours**. This commitment obviated the need for extensive childcare services at each site, and also had the effect of nearly doubling the anticipated enrollment of employee participants. (Correspondingly, funds from childcare services were redirected to provide direct instruction.) At Barber Foods, 12-15 employee participants took advantage of the childcare service each instructional cycle. A very small number of participants at the other sites (3) used the childcare provision minimally, usually for attendance at advisory committee meetings, which were occasionally scheduled on an opposite shift.

Transportation was not a barrier to participation in most cases, since classes were offered on-site and during or immediately before/after work. Some students at Barber Foods did cite transportation as a problem, due to several family members commuting together to and from work. To the best of their ability, students in this situation sought car pooling arrangements with other employees. The Casco Bay Partnership did not provide transportation services for employee participants at any of the Partnership companies.

GED and career planning workshops were offered at all the Partnership companies. A description of one of these workshops is included in the Appendix, exhibit H. Employee participants had an opportunity to learn about GED testing and take a pre-test, get referrals for additional coursework, or official GED testing options at the local adult education center in Portland. Employees also could get an overview to career planning, and make one-on-one appointments with graduate interns in counseling who were employed by the project to provide on-site counseling services. A total of 46 employees participated in these workshops.

GOAL THREE: To recruit highly qualified graduate students and train them to provide workplace literacy instruction.

Related to this goal, the Casco Bay Partnership trained over 60 potential instructors for the project in August of 1993. Thirty-six of these individuals did serve as tutors for the project, significantly more than the originally projected number of 25 tutors. Many of the tutors came from the literacy education program, where the project is housed; others (especially for math, communications and counseling) came from related programs in the College of Education. 83% of all tutors hired by the Casco Bay Partnership were either current graduate students or recently graduated from College of Education programs.

30 hours of intensive training was provided for tutors prior to delivery of instruction. Topics and presentations included: the characteristics and special concerns of adult learners, issues in adult literacy education and workplace literacy, participation from the business partners in a description of their work and training needs, use of curriculum, instruction and assessment instruments that are appropriate for adults in the workplace, integrating literacy skills with the requirements of actual jobs. A complete agenda for the training week and descriptive materials

were included in the Phase One evaluation report for the project, submitted to the funder in November 1993.

After instruction began at each of the sites, regular staff development sessions were held across sites and curricular areas. During the three cycles of instruction, a total of 26 tutor meetings and staff development sessions took place at both the worksites and at the university. Guest speakers from the literacy education program and the project's communications and organizational development consultant helped facilitate some of these sessions. Topics raised at these meetings ranged from instructional issues, such as how to effectively meet the needs of ESL students in a single class with a wide range of literacy abilities, to site issues such as classroom space and attendance, to wider ranging topics such as workshop planning and participation. One such workshop was the "Diversity in Portland" seminar (January 1994) which provided an informational forum for local area adult educators and others working with Portland's refugee population. The workshop agenda is included in the Appendix, exhibit I. Beyond the staff development opportunities presented through the Casco Bay Partnership, tutors and project staff were encouraged to attend other adult literacy/education conferences and workshops sponsored by the University of Southern Maine and regional educational programs.

In addition to tutors in the program, the Casco Bay Partnership recruited other University students to support project activities. The following are a few examples that illustrate how the project cultivated a mutually beneficial relationship with members of the University student body:

- 4 work-study students used their financial aid commitments to work with the workplace literacy project. These students assisted with office work, helped produce the project's newsletter and student publication, and delivered materials to and from project sites.
- 5 undergraduate students in literacy education classes gained hands-on exposure to adult education through the workplace literacy project. As an option for their regular class assignments, students designed individualized projects with the Casco Bay Partnership. These included visiting on-site classes and serving as a teacher's aide, compiling assessment/feedback data collected from students, and taking photographs of employee contributors to the student publication Writers at Work.

- 2 students in the University honors program in Public Policy undertook a research project to investigate the governmental incentives (national and statewide) that support workplace education projects. The Casco Bay Partnership provided information and referrals for the project, and was featured in the policy presentation at the culmination of the study.

In conclusion, the Casco Bay Partnership enjoyed a variety of interactions with students in different capacities. This type of activity has obvious benefits for both the project and the students involved, and has served to strengthen the project's vitality within the University system.

GOAL FOUR: To design assessment and evaluation procedures, including qualitative and quantitative tools that measure workplace literacy outcomes.

In addition to the pre and post-test instruments used within the curricular areas, the Casco Bay Partnership sought to develop appropriate assessment procedures which would document authentic workplace literacy outcomes. The project's external evaluator, Dr. Miriam Clasby, was instrumental in helping project staff to develop a conceptual framework for analyzing workplace outcomes. The challenge for assessment can be summed up by several key questions; the activities undertaken by the project are described after each question.

How does one measure collectively the impact of instruction on job performance when both the instruction and the job performance may vary tremendously across individuals?

The difficulty of using pre-determined "bottom line" indicators was confirmed in the quantity of disparate, anecdotal evidence describing changes in job performance. As noted previously in this report, a wide range of workplace improvements were reported by managers and supervisors across sites, frequently referring to the actions of one individual specifically ("her attitude has improved 100%"), or to an undefined population, ("a lot of the ESL students are participating more in crew meetings"). Given the potential for an almost infinite number of indicators, and the tremendous variation in reports of success, the workplace education project

and the project evaluator attempted to categorize skills and skills outcomes into a framework of more generalized competencies.

According to the model provided by Dr. Clasby, skills are categorized according to several general competency areas: task management and conceptual knowledge, interpersonal skills, and self-management skills. This conceptual framework helped project staff to begin sorting and analyzing the anecdotal data. One area of particular interest to the project was finding out what motivated employees to enroll in the basic skills classes. Knowing the "why" behind learner enrollment would inform recruitment strategies, and would provide important information on learners' expectations and learning goals. During the third cycle of instruction, project staff piloted a survey of each employee participant during the enrollment interview, using the three competency areas as an outline. (An example of the "motivation" survey is included in the Appendix, exhibit J.) Employees were simply asked why they had chosen to enroll in a class, what motivated them to do so or what they hoped to achieve by taking the class. The employee's response was recorded and categorized by the interviewer according to the appropriate category: task management, conceptual knowledge, interpersonal or self-management skills. If an employee was unable to generate a free response to the question, interviewers provided the category prompts; i.e., "some people take classes because they want to feel more confident working with the team, while others want the personal satisfaction of succeeding in an area that was difficult for them in school...". By providing a variety of prompts, interviewers helped legitimate some of the self-management skills such as confidence and self-esteem, which might not have been otherwise viewed by employees as valid learning objectives.

As it turned out, employees provided a broad variety of reasons for wanting to take a class. The following represents a sampling of responses across sites and curricular areas:
Task Management and Conceptual Skills (Doing job tasks and thinking clearly): *...improving my math skills will increase my loading percentage because it will allow me to do a better job at figuring the load...to learn about the budget process: where the numbers come from and what they represent...to read instructions better and write notes to co-workers...to improve my quality control ratio on the job...to help me do better with time management...I work with blueprints and often I do not understand them...to do better in the "pay for skills"...to be a weight checker (promotion)...to figure more or less need in the size of parts or amount of parts....*

Interpersonal Skills (Working with people): *...to help me write better so people can understand what I mean...to work better in the team...to be more friendly...to understand other cultures' ways...to be able to ask questions...to work better with people from other ethnic groups...to understand what others have written... to understand what supervisor says... to read and write better...more often talking to people....*

Self-Management Skills (Knowing/Improving myself):*...I am considering furthering my education...If I could be or get more organized in my thoughts and life I believe I could learn and accomplish more in most things I do...I want to learn more to take the GED test...I hope to become proficient enough with numbers so I can learn more about the company from a numbers standpoint: what it means when it's said that sales were increased by 5%, and what it means in a dollar amount...you can teach old dogs new tricks; (I want to) gain self-confidence, proving to myself that I can do the work...to keep my mind moving and agile...to brush up on skills I haven't used since high school...being a high school dropout, this gave me a chance to go back and further my education....*

Given the range of reasons which prompted employees to enroll in courses, the generalized competency areas proved extremely useful in categorizing individual responses. The survey form allowed project staff to capture individualized information on learners' goals, and yet to maintain a simple framework for reviewing and analyzing the data.

At the end of instruction, project staff redistributed the same survey, to see if expectations had been met, or if learners had shifted their perspective on the value of the training from the original survey. Furthermore, the exit survey was another opportunity for learners to report specific ways in which their job performance had been positively changed as a result of the basic skills classes. What project staff discovered was an increase in the number of reported gains over the number of entry expectations. Particularly in the area of self-management (confidence and self-esteem), participants noted gains in their own abilities to confront new tasks with confidence, to take on new learning challenges (furthering one's education or training), and to feel more encouraged and confident about their own futures. The exit surveys also showed variation across curricular areas. While a high percentage of all respondents reported gains in both task management and self-management, students in math classes noted an increase in problem-solving and conceptual skills while language/literacy students commented on gains in

interpersonal skills. (This is not surprising, given the nature of language and mathematical learning.) To provide a comparison of exit surveys across classes, several summaries of motivation surveys (for 1 math and 2 ESL classes) are included in the Appendix, exhibit K.

What is the role of the learner (employee participant) in identifying and assessing outcomes? Given the central responsibility of the employee participant in a learner-directed program, project staff and tutors sought to engage students in sharing the responsibility for ongoing assessment of learners' progress and the identification of performance-related outcomes. Tutors and students used a variety of progress reports and instructional logs to monitor student achievement throughout the course. At the end of the instructional cycle, a course evaluation form was distributed and participants were asked to comment on their own contribution and participation in the class, and to describe those areas in which their job performance had changed as a result of the basic skills training. An example of a course evaluation form is included in the Appendix, exhibit L .

The value of self-reporting as a means to identify authentic workplace outcomes became more and more significant as the project evolved over time. Project staff learned that by asking the individual employee to identify factors in improved performance at work, two important goals were achieved. First, learners were placed in a position of responsibility for reflecting upon and evaluating their own learning and its outcomes. The ability to engage in the practice of self-assessment is a critical competency in adult learning, and by reinforcing and validating self-assessment as a core element of instruction, the project helped learners to build their skills as self-assessors and reflective learners--a competency that is highly valued in the workplace. Secondly, by using self-reporting as a method for identifying workplace outcomes, some indicators were revealed which might not have otherwise surfaced. For example, an ESL student at Barber Foods reported that he was now able to read the safety signs posted in the plant, as a result of his coursework. This employee had never caused a safety accident, and his supervisor was unaware of his inability to read the signs. Without the learner's own report, it is doubtful whether any indications of the need or potential problem would have been identified. With the learner's report, however, both project staff and the company have an insight on an authentic workplace gain with important consequences.

What are the appropriate indicators of improved job performance, given the changing role of employees in high performance workplaces? The search for new "signposts" that mark improved job performance, and identification of those competencies that best describe a top performer are ongoing challenges for both workplace education programs and human resources/organizational development specialists. One of the ways in which the Casco Bay Partnership explored the relationship of skills taught to workplace outcomes was through a series of tape-recorded interviews with employee participants. Building on the notion of self-reporting as a critical component of assessing outcomes, and to supplement the limited quantity of data supplied in end-of-course evaluations, project staff randomly selected 5-9 former students of the program at each site for 15-30 minute interviews. Participation in the interviews was voluntary, and interviewees were given an opportunity to review and delete any personal information from the final transcripts. The quantity and quality of the information gathered through the interviews varied from site to site, due to the varying abilities of the interviewers. Overall however, the data supplied from the interviews was eminently useful to the project. Participants were asked to discuss areas where they felt the basic skills program had impacted their job performance, and to comment on the benefits of the program to the company, as well as to themselves. The information gathered from these interviews, and an analysis of the competencies which were described therein, form the basis for the final evaluation report by Dr. Miriam Clasby, which is submitted with this document. The rich quality of the interview data confirmed to project staff that this technique is a valuable one for eliciting authentic workplace outcomes, and the project will continue to develop the interviewing process as an important evaluation tool in the project's ongoing work. An additional advantage to the interviewing technique is that the specific evidence of change reported by employees can help to inform advisory committees on where to look within the company to document program impact. If learners report significant achievements in team morale, for example, advisory committees and/or project staff can follow up with team leaders to ascertain if the learners' perceptions are shared by other team members and management. In sum, the interviewing process which elicits self-reported learning outcomes (in terms of changes in attitudes/behavior at work) appears to be a promising method for identifying authentic workplace gains.

GOAL FIVE: To organize a management plan that is effective and ensures the proper and efficient administration of the project.

The project's objectives and activities relative to this goal were administrative, and involved appropriate staffing with qualified personnel. As described in the application, all key personnel were as indicated in the original proposal. No changes to key personnel, their roles or their job descriptions occurred throughout the duration of the grant project. (One caveat: the title of "administrative assistant", as cited in the grant application, was changed to "staff associate", to better match the University's classification for this position.)

Dissemination and Project Products

The Casco Bay Partnership for Workplace Education created and disseminated two project publications. One was a project newsletter, Casco Bay Partnership News, which is published quarterly. This newsletter grew out of the need to communicate experiences, ideas and accomplishments across project sites. The Assistant Project Coordinator had the primary responsibility of collecting submissions, editing and desktop publishing. The resulting newsletter has a become an important vehicle for all project participants to exchange views: students, managers, union representatives, project staff and tutors, University faculty and friends of the Casco Bay Partnership. A copy of one of the project newsletters is included in the Appendix, exhibit M.

The second project publication is Writers At Work, a student-authored collection of writings from all of the worksites. The Partnership's Staff Associate was responsible for collecting submissions from tutors and students, and for editing and desktop publishing. Two editions of this publication were produced during the grant period; a copy of one is included in the Appendix, exhibit N. The value of Writers At Work derives from its authenticity as organic text --presenting the voices and life experiences of adult workers who have discovered themselves as readers and writers, many for the first time. The personal nature of the submissions reflects an essential part of literacy and second language development: the expression of self, the personal articulation of values, feelings and beliefs. The fact that contributors to the student

publication were all employees at the various Partnership companies served to strengthen the impact of the collection and to build pride among employee participants. The collection was also used for instructional purposes; tutors and students in the program used the text as part of the literacy and ESL curriculum. Everyone involved in the project, from corporate executives to graduate students in the literacy education program, looked forward to reading the entries of Writers At Work.

Both project publications were disseminated to various educational programs, agencies and organizations in southern Maine, to other workplace programs who requested them, to ABC CANADA (adult literacy organization), project officers at the U.S. Department of Education, government representatives at state and national levels, and others.

In addition to the project publications, project staff are working to complete a document titled The Casco Bay Partnership Notebook, which is a compilation of materials, findings and essays on various activities of the project. The notebook (expected completion in 5/95) will contain a handbook on needs assessment procedures, notes on evaluation techniques, "how to" articles on desktop publishing for workplace education projects, learnings and recommendations from project staff, teachers, employers and students in the program. This document will be sent to ERIC, the funding agency, and the NE curriculum coordination center.

Another important piece of the project's dissemination activities was the preparation and submission of evaluation reports. According to the terms of the grant and the project's evaluation plan, an external evaluator, Dr. Miriam Clasby, was contracted to provide independent evaluation of project activities in order to prepare three evaluation reports for the funding agency. This entailed over 250 hours of work, including: review of project materials and documentation, consultation with project staff and University faculty, site visits and consultation with advisory groups and tutors, independent research and analysis of project objectives and outcomes, analysis of interview materials and student feedback forms, and recommendations to project staff on appropriate data collection techniques. Dr. Clasby also attended several workplace literacy conferences on behalf of the project and reviewed current literature in the field of workplace literacy evaluation and related topics. The three evaluation reports include a description of project events and analysis of their significance to project goals and objectives. The Phase One report, submitted in November 1993, contains a thorough review of project objectives and start-

up activities, including staff development, curriculum planning, and site readiness. An extensive appendix includes project materials and evidence of broad participation among all stakeholders. The Phase Two report, submitted in May 1994, focused on the delivery of program services (recruitment, enrollment, course types, participation) and instructional outcomes. The final evaluation report, submitted with this document in January 1995, examines the qualitative evidence of participant and workplace outcomes, and discusses some of the theoretical precepts associated with workplace literacy projects and their evaluation.

The final component of project dissemination involved exchanges with others interested or engaged in workplace education. Project staff established local, statewide, national and international links with workplace literacy programs and practitioners. A few examples of such activities are described below. In the eighteen-month period, the project:

- brought participation in Casco Bay Partnership training activities by workplace literacy/numeracy specialists from the Hastings Institute of Vancouver (Canada), and Massachusetts;
- corresponded with ABC Canada (national adult literacy organization) for information and newsletter exchange;
- provided information and referrals to: workplace educators in northern Maine, a literacy volunteer program in Florida, refugee resettlement agency in Portland, adult education center in Portland, clothing manufacturer in Maryland, pharmaceutical company in southern Maine, a graduate student in Sydney, Australia, a workplace literacy researcher in California, and others...;
- joined the "Workplace Education Collaborative" and the affiliated electronic mail list, to engage in active dialogue on relevant issues in the field of workplace education, and to participate in the development of a position paper on the National Workplace Literacy Program.

The number of requests for information and materials continued to increase throughout the duration of the grant cycle. The Casco Bay Partnership distributed project descriptions, publications, notes on needs assessment and curriculum, references and referrals to a wide variety of interested parties.

A final word:

Over the eighteen-month period, the Casco Bay Partnership developed into an effective educational partnership that is valued by many in the community. With the key themes of partnership, the central role of the adult learner, and a willingness to evolve as workplace needs evolve, the partnership continues to learn and understand how business and education overlap in meaningful ways. As a demonstration project of the National Workplace Literacy Program, we are proud of our successes, and remain committed to improving the quality, breadth and scope of our work in the future.

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Appendix

Exhibits

A -- Purpose statement and preliminary steps

B -- Recruitment strategies and products

C -- Job profiles

D -- Pre and post math tests

E -- 'I CAN...' inventories

F -- Program evaluation form

G -- Follow-up form

H -- GED, career planning workshop description

I -- Diversity workshop agenda

J -- "Motivation" survey form, pre

K -- "Motivation" surveys, post

L -- Course evaluation form

M -- Project newsletter

N -- Student publication

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July 16, 1993
IRWIN Company (AMERICAN TOOL COMPANY)
Statement of Purpose

Casco Bay Partnership for Workplace Education

The Irwin Company has joined the Casco Bay Partnership for Workplace Education. This partnership is intended to support Irwin's current training programs, including the 'pay for skills' initiative, by offering individualized or small-group instruction in math, reading/writing or other communications topics -- including English as a second language. Instruction will be offered to enhance such skills as: linguistic proficiency and cultural knowledge of the workplace (ESL), reading comprehension and processing of work-related paperwork, self-expression (oral/written) and meeting skills (oral presentation, organizing ideas, taking notes, asking questions, participating in team problem-solving), knowledge of occupational vocabulary and processes, math skills used on the job (including use of charts and graphs), accessing help resources, and knowing the rights and responsibilities of employees.

The following indications of need are present at Irwin:

- changes in management and organizational structure have increased the responsibilities (and the use of basic skills) of individual employees;
- training for upgrading (which relies on basic skills competencies) has experienced some lack of success;
- a growing workforce that includes non-native speakers of English has not been satisfactorily accomodated in the organization.

To address these needs, Irwin has defined the following priorities for an in-house skills development program:

- to increase the company's ability to respond to technological changes as well as changes in organizational structure;

- to improve the effectiveness of training; and reduce the time, effort and stress associated with unsuccessful training (also to reduce the need for translation/interpretation for ESL speakers)

- to reduce the likelihood of accidents and safety problems linked with communications breakdowns

- to improve the social and personal well-being of employees by:
  --skills enhancement to promote confidence, self-esteem, initiative and team-building;
  --developing the skills required for promotion, financial gains and the pursuit of individual career goals.

(A)

June 1993 Casco Bay Partnership for Workplace Education

--Preliminary steps for defining a statement of purpose --
adapted from Rothwell and Brandenburg, Workplace Literacy Primer

The following are a series of questions, prompts and checks for facilitating an advisory group discussion.

A) What prompted your organization to join this partnership? (What is the perceived need?)

Some examples of current/impending indications of need:

- training efforts have not been as successful as desired
- lack of promotable employees
- company is not adapting well to changes in organizational structure (i.e., shift to team, work-cell, reduction in supervisory personnel)
- company is not adapting well to upgrades in technology
- low morale, low self-esteem, poor attendance, high turnover rate, uncooperative behavior
- efficiency/productivity not what it should be, error or defect rate too high, customer dissatisfaction
- OTHER: (discuss critical incidents, if applicable)

[Note: the problems that are described above may be perceived (by the initial group) as a result of basic skills deficiencies in the workforce. However, the needs assessment process, interviews with 'rank and file' employees, and analysis of workplace documents and procedures may reveal other factors that detrimentally affect employee morale and performance. For example, management and union conflicts, inadequate training delivery, inefficient or confusing company policies or procedures and poorly designed documentation can all contribute to the problems described above. When and where these other issues are revealed, they should be identified as such, and redirected to the appropriate agents (management, human

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A

resources, union officials). This is to ensure that a basic skills program will be appropriately directed, will have a positive and measurable impact on personnel, and will address the intended organizational outcomes.]

B) List the primary job functions in your company. For each position, go through a checklist of skills utilized in that position. (Use a menu such as: Reading (specify: memos, computer printouts, shipping orders, labels, diagrams, etc.), Writing (specify: e-mail, informal notes, correspondence), Verbal Communications (with whom, nature of communication, feedback, listening/speaking), Math and Computer skills (describe), Problem-Solving skills (describe), and OTHER (specify).

✓ organizational check: Do current job descriptions for these positions match the actual skills required --as described above? (Learning and Action Item: Has this activity generated information that HR/Mgmt. may want to consider as an initiative to rewrite job descriptions, examine or reconsider selection, hiring or training practices? Are there current hiring practices that evaluate the basic skills identified for each position? --testing, interview, filling out an application on site, etc.)

C) For each job position described above, decide which job functions are:

- indicating the most apparent basic skills problems?
- most likely to undergo technological changes that would put greater reliance on basic skills?
- most likely to undergo changes in organizational structure that

would put greater reliance on basic skills?

• most likely to have the greatest impact on organizational improvement if basic skills are improved? (including promotability)

✓ priorities check: Are these job functions the intended audience for a workplace education program?

D) Organizational Priorities

see Rothwell and Brandenburg, p. 115

E) Definition of Purpose

What should the workplace education program contribute to achieving the objectives of the organization? For each organizational priority described in D, determine if/how program will address the issue.

How should the workplace education effort make this contribution? (Examples: by providing organizational and individual needs assessment, basic skills instruction, and adult learner-centered curriculum, etc.)

Whose needs should be served by the program (now and in the future)? [Note that a national workplace literacy program is not intended to substitute for 1) specific job training or 2) professional staff development, two responsibilities that remain with the business partner.]

How should this program contribute to helping individuals achieve their career goals and objectives? (Examples: linking this effort to in-house 'pay for skills' programs and educational opportunities elsewhere with company 'tuition reimbursement'

(A)

policies; by increasing morale, self-confidence and self-esteem and the ability to transfer knowledge and skills across domains; by emphasizing problem-solving situations on the job, greater access to information resources; by improving eligibility for promotion, raises, etc.)

What services should be offered by the workplace education program? (Examples: childcare, transportation, convenience of schedule, educational/career counseling, certificates of completion, computer stations for independent study, ...)

What relationship(s) should exist between this program and other learning activities sponsored by the company? How will the workplace education effort support/dovetail with other training programs, organizational initiatives and staff development?

✓ organizational check and action item: If the workplace education program is intended to serve a complementary role, who will be responsible for coordinating the appropriate information and resources?

Does the company have a stated policy on educational development? Does the policy reflect company philosophy on education; does it address issues of voluntary participation and eligibility for courses, confidentiality of test scores, tangible support such as pay for hours in class, materials, access to computer stations for independent study, etc.?

✓ organizational check and action item: If the company does not have a current <u>written</u> policy on workplace education, is such a policy desirable (as a formal declaration of management support and company vision)? Who could write such a policy...what/when/where??

Recruitment Strategies used by the Casco Bay Partnership for Workplace Education

I think the following were the most important recruitment strategies we used. [However, we never had any problem in recruiting or reluctance with enrolling in classes. I'm sure this was in part because we did pay attention to the following steps right from the beginning of the project.]

Support: foremost was the support from CEOs, upper management and management at all levels of the businesses (supervisors, lead personnel, shift managers, etc.). This included recognition of individuals participating in the program both by the project and the company. Support from the union was critical. (Only one of our business partners is affiliated with a union.)

Involvement: active advisory committees at each business that discussed and promoted the program with colleagues, sent memos, made posters, etc.

Listening: asking employees what their interests and needs were - through needs assessment w/ individual employees, sending surveys to all employees, participating in company meetings (small, team, crew) to ask interests and needs and answering questions about what the project could and could not do.

Being visible: once the program was established, we kept a good rapport by being visible (and friendly!), listening to feedback from someone we might pass in the lunch room, and being available to talk informally with a potential student.

Other: full or partial release time, or equitable compensation; complete confidentiality of all program records; accessible and comfortable on-site location of classrooms.

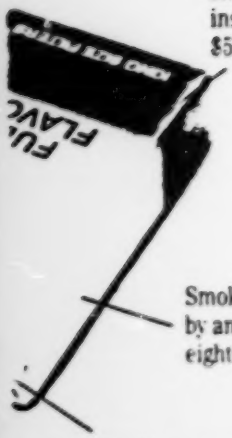
We used recruitment strategies suggested by Rothwell and Brandenburg in The Workplace Literacy Primer as well as ideas from a U.S. D.O.E. report entitled, "Workplace Education: Voices From The Field."

[Future target population for recruitment: literacy students]

[file: recrui.sum]

B

ow while 'r're ad.



Smokers pay more for Flex medical insurance – as much as $520 per year.

Smoking shortens your life by an average of five to eight years.

Smoking causes one in every six deaths in the U.S.

designated smoking area — which in most cases will be a specific location outside the building.

The new smoking policy is designed to protect people from the

workplace education

Workplace Education advisory committee members Janise Monaghan, Brian Daddio and Gary Franklin.

An innovative approach to continuing education will soon make its way to Hannaford's South Portland Distribution Center. The Casco Bay Partnership for Workplace Education will provide on-site instruction in skills such as reading, writing, math, communication, and computer application as they apply to our associate's jobs.

Hannaford and three other local companies are participating in this program as a result of a $400,000 federal grant received by the University of Southern Maine. It will provide 35 graduate students from USM who will serve as tutors in the program.

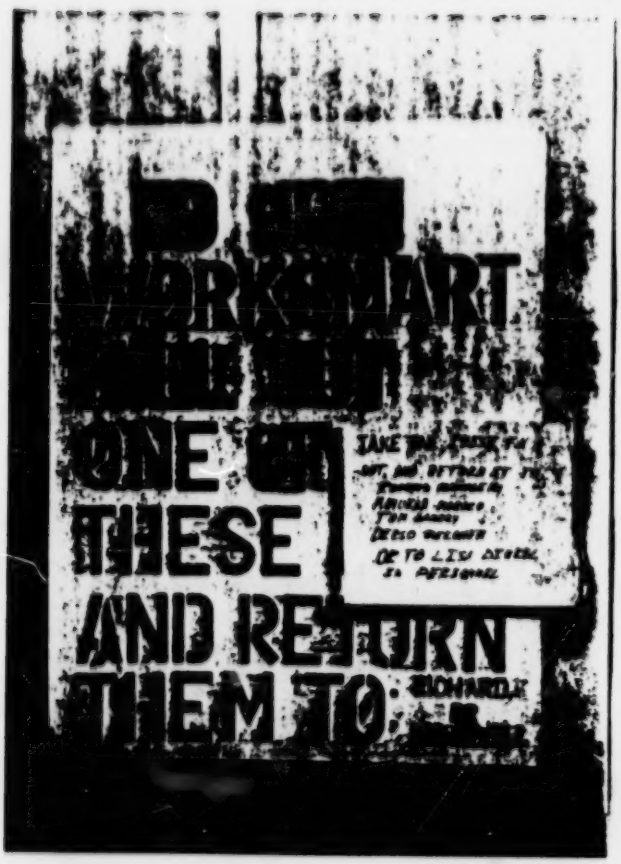
What is innovative about the program is that it works to improve reading, writing, computer application, communication, and math, not as separate skills, but in relation to the skills our associates need to do their jobs. The result is curriculum tailored to meet the educational needs of our company and our associates.

Creating this customized program was no small task. Janise Monaghan, distribution human resource specialist, and warehouseman Brian Daddio

pating companies agreed to provide in-kind donations collectively matching the dollars received from the grant. Monaghan says that the original estimate of program cost for the company was $193,000. "But with the level of interest shown in the program, it will be much more than our original estimate," she says. Based upon Hannaford associate enrollment and need, the company may participate in a consecutive grant that would extend the program for an additional three years.

Brian Daddio is enthusiastic about the benefits this program will provide to the warehouse workers. The introduction of managed teams in the warehouse means that workers have more responsibility. From the beginning Daddio has been interested in finding a way to provide training for those who might not have the skills needed to work in this new environment.

Daddio, who is also Secretary for the North East Freight Handlers Independent Union, is pleased with the cooperation between the Union and Hannaford management. The strong support of the



B

$400,000.00

Hannaford Bros. Co. is participating in the **Casco Bay Partnership for Workplace Education**. This partnership is seen as making an integrated and supportive contribution to current training methods.

The program will provide on site instruction in fundamental skills such as reading, writing, and math in a job related context. All full time South Portland Distribution Center employees are eligible to participate in the program based on individual developmental needs relative to real job requirements.

This program is being financed by a $400,000.00 educational grant from the U.S. Government and in kind funds (i.e. release time,class rooms,resources, etc.) from four area companies; Hannaford Bros. , Barber Foods, National Semiconductor,and Irwin Tool and Die.

U.S.M. staff will be on site throughout July to learn the specific job skills utilized in the various distribution center functions by interviewing and observing volunteers as they work. Through this process, they will assess the needs of the distribution center and offer various training sessions.

Please join the advisory commitee in welcoming the U.S.M. staff members to our distribution center and in helping us with this exciting project.

If you have any questions or interests regarding this program please feel free to contact any member of the advisory commitee.

John Allen	Al Hussey
Dan Carrigan	Phil Jones
Brian Daddio	Bob Labreque
Lisa Daigle	Janise Monaghan
John Fichera	Steve Slavick
Gary Frankland	Roger St.Pierre
Christine Hall	Mike Volkernick

B

SETUP OPERATOR

Reading: Production notes, diagrams
Sometimes machine manuals (most difficult)
Technical language, universal diagrams, abbreviations
Memos, Signs, Labels,
Control Panels, Computer Screens, Computer Printouts
Recipe Procedures
Formula Set-up Manual

Writing: Own notes
Breakdown reports

Communication: Oral and written with supervisors
Interpersonal skills, i.e. keep everything going and keep management happy.
Oral with other set-up operators
Oral with line workers
Ask questions
Give directions
Follow instructions

Math:
Measurement, Word Problems, Percent, Ratio/Proportion, Sequencing of various activities

The Set-Up Operator is responsible for putting together (setting up) the machinery needed for each line. He must have knowledge of all machines -- poucher, boxer, labeler, breader, breadcrumber, batter machine, conveyor belts, former, and fryolator. If there is a breakdown he tries to fix it or calls in maintenance. He must write a breakdown report and verify it with his signature. Increasing computerization has increased need to read and understand keyboard operated machinery, rather than old manually (knobs and dials) controlled machines.

OBSERVATION OF SET UP OPERATOR:

N., a Vietnamese set-up operator is working at the breader, batter, fryolator unit. He is alone at the end of the line, except for the observer. He speaks to the observer, but between the noise level and the difficulty of language, it is hard to get his every word. He uses his scissors to cut open the bags of bread crumbs and batter mix. A different type of crumb is uses for the initial breaded coating than is used in the final breading before the fryolator. The method of checking the density of the batter mixture is a 7 second viscosity test which is done by scooping some batter into a small u-shaped plastic cup with handle and a hole in the bottom of it and letting it drip into a plastic tub. If it takes less than 7 seconds there is too much water, more time than that means more batter is needed. The water is controlled through a pipe that runs overhead and can be reached with a long metal pole. There are

(C)

many safety signs/notations on all of the equipment, and N. is required to wear a hard-hat and coat (both white) and gloves and 1//4" treaded footwear with steel toes.

He is required to read daily the formula set-up manual in the supervisor's room, as well as the recipe procedures. It is necessary that he use the correct ingredients and in correct measurements. He sets the pressure gauges to the weight of the product being processed. The control panel for the fryolator is quite complex. It includes buttons to control combustion, flue pression, CO activation, combustible air, low gas, to name a few.

(C)

WEIGHT CHECK

READING:

Daily Product list
Check weight against specifications (num. code)
Memos, Notices, Notes, Manuals
Production Formula Books

WRITING:

Process Control Chart

COMMUNICATION:

Advise lead/assistant lead of any problems with product
Communicate with line workers, set-up operator

MATH:

+ - x ./.
Percent pick up/fraction to decimal conversion
Metric/standard system knowledge
Calculate weight of x # of product

CRITICAL THINKING:

Evaluate product package quality
Evaluate quality of product color & texture
Observe line for product/packaging
Test metal detector
Check scale for accuracy/find "tare" weight

SUMMARY:

Weight checkers play a vital role in assuring the quality of products prior to shipping. By weighing the various products, quality is assured through weight standards. Weight checkers also inspect packaging, and product color (quality control). If certain line functions are not being met, the weight checkers must communicate to supervisors in order to remedy the problem.

Calculations also provide the weight checkers with a crucial role in the process applied at Barber Foods. W.C.s need to calculate the percentage pick up of batter on certain breaded chicken items. These individuals employ many skills while completing their jobs including mathematical calculations, reading, communications and critical thinking skills. Many mathematical skills are needed to complete the tasks associated with weight checking.

Interest in training centered around reading manuals, memos, etc.; math skills, matching product to alpha numeric code, communication with leads and critical thinking skills, such as evaluating others' work, product, and creative thinking on the job.

©

CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION
ESL MATH 1 ASSESSMENT

Name: Answer key Company: _____

Directions: The purpose of the assessment is to determine which math skills you have already mastered and which skills you may need to practice. Please do all your work on this sheet. Place all your answe in the answer column on the right. Do the best that you can. Many of these problems you have never seen before, so do not spend too much time on any one problem. Please do not use a calculator.

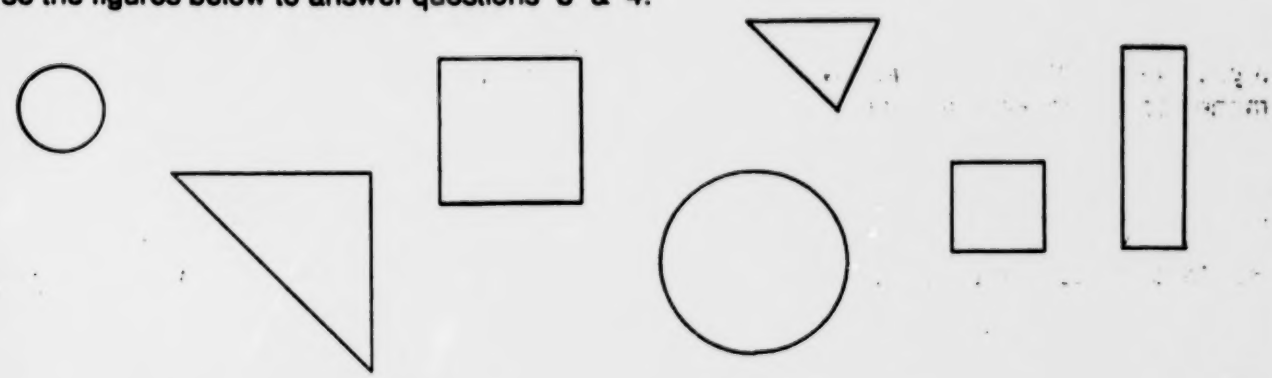
1. $\begin{array}{r} 139 \\ +\ 423 \\ \hline 562 \end{array}$

2. $\begin{array}{r} 3012 \\ -\ 1943 \end{array}$

1. 562

2. 1068

Use the figures below to answer questions 3 & 4.



3. How many figures are there? 3. 7

4. Name the different shapes. 4. circle, square, rectangle, triangle

5. One pallet has 22 cases and another has 15 cases. If you combine the cases, how many will you have? 5. 37

6. You have one box with 30 items and another with 10 items. If you make a full case of 36 items, how many items are left over? 6. 4

D

7. 624 x 404

8. $13\overline{)5304}$

7. 252,096

8. 408

9. You have 200 hundred cases of chicken. A pallet will hold 60 cases.

a) how many full pallets will you get? 9a. 3

b) how many cases will be left over? 9b. 20

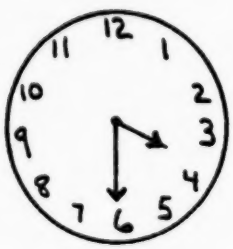
10. If you make $5.00 per hour and work 40 hours each week, how much money do you make in a week? 10. $200

11. Round to the nearest thousand: 19,812 11. 20,000

12. Arrive at work

AM

Leave work



PM

How long were you working? 12. 8½ hours

D

13. From the label below, find how much the package weighs:

13. 11 lbs, 4

BARBER FOODS

Italian Style
Fillet Supreme

CODE 0610

NET WT. 11 LBS. 4 OZ.

SIZE 4.5 PCS. 40

BREADED BONELESS CHICKEN BREASTS WITH RIB MEAT CONTAINING UP TO 11% OF A SOLUTION OF WATER, SOY PROTEIN ISOLATE, SALT, AND SODIUM PHOSPHATE

BREADED WITH: Bleached Wheat Flour, Water, Corn Flour, Salt, Bromated Wheat Flour, Dehydrated Romano Cheese (Made from Cows' Milk), Dehydrated Garlic, Sugar, Spices, Dehydrated Parsley, Yeast, Natural Flavorings, Partially Hydrogenated Soybean Oil, Leavening (Sodium Acid Pyrophosphate, Sodium Bicarbonate), Dehydrated Eggs.

COOKING INSTRUCTIONS
Cook from frozen state
Based on tests in commercial fryers
Cooking times may vary

Method	Fryer
Temperature	350°
Cook time	3 - 3½ mins.

INSPECTED U.S.

FLASH FROZEN
NOT PRECOOKED
KEEP FROZEN

Prepared By: Barber Foods, Portland, Maine 04112 800-341-0451 • 207-772-1934

14. _____
Line A

a) How many centimeters is Line A? 14a. 7 cm

b) How many millimeters is Line A? 14b. 70 cm

c) How many inches is Line A? 14c. 2¾ in

15. Look at the paycheck stub below and answer the following questions:

Edison STATEMENT OF EARNINGS AND DEDUCTIONS DETACH AND RETAIN FOR YOUR RECORDS

CHECK NUMBER 0032160 | ACCT. 93077 | LOC 708X

PERIOD ENDING MO	DAY	YEAR	EMPLOYEE NAME	EMPLOYEE NUMBER
05	28	81	A STRAND	40622

	TAXES WITHHELD				GROSS PAY		
	FEDERAL	F.I.C.A.	STATE	CITY	TAXABLE FOR F.I.C.A.	NON-TAXABLE FOR F.I.C.A.	
CURRENT	39.00	10.83	8.67	4.33	216.67		216.67
YEAR TO DATE	858.00	238.26	190.74	95.26	4766.74	4766.74	NET PAY 153.84

a) What is Ms. Strand's gross pay each week? 15a. $216.67

b) What is Ms. Strand's net pay each week? 15b. $153.84

c) If she has the same deductions all year, what is her yearly net pay? 15c. $7999.

(D)

16. a) If you buy a new sofa for $339 and make a down payment of $87, what balance do you owe on the sofa? 16a. 252

b) If you pay off the balance in 12 equal monthly installments, how much will you pay each month? 16b. 21

In problems 17 - 20 you do <u>not</u> need to solve the problem. Choose a letter for the answer to the question about the problem.

17. If Marco earns $260 for a 40-hour work week, what is his hourly wage? 17. d

In the above question, what are you trying to find?
a. How much money does Marco make per shift?
b. How many hours per day does Marco work?
c. What is Marco's take home pay?
d. How much money does Marco make per hour?

18. When the line is running at 45 strokes per minute, 4 pieces per stroke, with a freezer dwell time of 45 minutes, how many pieces are made each minute? 18. c

What information is <u>not</u> neccessary to solve the problem?
a. 45 strokes per minute
b. 4 pieces per stroke
c. freezer dwell time of 45 minutes
d. each minute

19. If you are making 7 batches of stuffing and each batch needs 25 pounds of seasoning, how much seasoning do you need in all? 19. a

What operation(s) do you perform to solve the problem?
a. Multiply 7 by 25
b. Divide 7 by 25
c. Subtract 25 from 7
d. Add 25 to 7

20. If the line is running at 49 strokes per minute, 4 pieces per stroke, how long will it take to pack 2000 pieces? 20. a

Without doing any calculations on paper, which answer is most logical?
a. 10 minutes
b. one hour
c. one and a half hours
d. four hours

(D)

Casco Bay Partnership for Workplace Education
Math 2 Hannaford Bothers Company
Skills Assessment

Name _____
Date _____
Circle one: Pretest / Posttest

Please show all of the work you do to solve the problems. If you are uncertain about an answer, mark it with a question mark. Calculators are not to be used. There is a time limit of one and one half hours.

1. What is the total inventory of boxes, if this is the number of boxes counted in different parts of the warehouse by five inventory takers? Answer _____

Inventory Person	Boxes Counted
1	239
2	510
3	207
4	423
5	378
Total	

2. If an order is for 2,000 cases of chicken and 1,729 cases are on the loading dock, how many more are needed? Answer _____

3. I have 105 cartons that all weigh the same amount. When I weighed one of the cartons the scale showed the following weight in pounds:

35.00

What is the total weight of all of the cartons? Answer _____

4. At the end of one year, the odometer on my new car read 18,360 miles. If I did not drive my car during my one week vacation, figure out the average amount that I drove the car per week for the other 51 weeks of the year. Answer _____

(D)

5. Estimate the answer for the following problem by rounding the numbers to the nearest thousands. Answer _____

8379 ÷ 1721

6. Check the answer to the following problem using something other than division. Answer below:

$168.96 ÷ 352 = $48

Solve problems 7 through 13 and reduce the fractions to the lowest terms.

7. $\frac{4}{9} + \frac{1}{6} =$

Answer _____

8. $\frac{2}{3} - \frac{1}{4} =$

Answer _____

9. $\frac{2}{7} \times \frac{3}{5} =$

Answer _____

10. $\frac{6}{7} \div \frac{12}{21} =$

Answer _____

11. Sam pulled 5 out of the 12 items needed in the pet food aisle. Robin pulled 3 out of the 12 items needed. What fraction represents the part of the total needed that was pulled? Answer _____

12. My take home pay is four fifths of my gross pay. If I spend one third of my gross pay on the way home, what fraction of my gross pay is left? Answer _____

13. What is 3/4 of 8/15 ? Answer _____

(D)

14. If I have an order to fill that has a total of 520 items and I have pulled 390 items, what is the fraction that represents the portion that I have pulled?

Answer _____

15. When a number is multiplied by 2/3 does that number get bigger or smaller?

Answer _____

16. Change the following to an improper fraction: $3\frac{2}{9}$ Answer _____

17. Change the following to a mixed number: $\frac{20}{3}$ Answer _____

18. Add 4.38, 0.23 and 17.429 Answer _____

19. Put the following numbers in relative order on the number line below. Note that they will not be to scale. 0.082, 0.802, 0.028, 0.080

|_____|_____|_____|_____|

smallest largest

(D)

20. Multiply: 3.2 X 1.1 Answer _____

21. If it takes me 2.7 hours to load 540 boxes, what is the average amount per hour?
Answer _____

22. Write as a decimal: $\frac{3}{4}$ Answer _____

23. Write as a fraction in the lowest terms: 0.4 Answer _____

24. When you multiply a number by 0.98 is the answer bigger or smaller than the number? Answer _____

25. If 6% of your pay goes to the social security fund, how much would that be if you had a paycheck of $700? Answer _____

26. If it rained 3 out of 8 days, what percent would this be? Answer _____

27. If I have 400 boxes ready to be shipped and this was 80% of the amount requested, what is the total order for? Answer _____

28. How many boxes are on a pallet with this arrangement? Answer _____

(D)

PRE

Name [redacted] Date 1/12/11

Company BARBER FOODS Shift 1

Class MATH 3

I CAN:...	YES	SOMETIMES	NO	COMMENT
Add/Subtract fractions $1\frac{3}{4} + \frac{1}{8}$, $1\frac{7}{8} - \frac{3}{8}$		X		
Multiply Fractions $\frac{5}{12} \times \frac{4}{15}$		X		
Divide Decimals $1.5\overline{)32.75}$		X		
Change fractions to decimals	X	-		
Change % to fractions	X			
Add/Subtract signed #'s (-3)-(-4)	X			
Solve equations $2x - 7 = 5$		X		
Multiply Polynomials $(x+2)(x+3)$	X			
Graph equations $y = 2x + 1$		X		
WORD PROBLEMS		X		

My learning goals for this course:

REFRESH MY MEMORY ON THE FRACTIONS, DECIMALS AND WORD PROBLEMS. TO HELP IN THE MEAT ROOM AND MAYBE FIGURING PRODUCTION WORK W/NUMBERS IN MY HEAD

"Refresh my memory on the fractions, decimals and word problems. To help in the meat room and maybe figuring production work w/numbers in my head"

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Name [redacted] Date 1-11-94

Company Barber Foods Shift (1:15 – 3:15)

Class Beg. ESL

I CAN...	YES	SOMETIMES	NO	COMMENT
write my name	✓			
write the alphabet			✓	She can read + write some but doesn't get the alphabet in order
call in sick to work		✓	✓	practiced in class / At home her brother does it for her
say "I do not understand"	✓	✓	✓	
write my phone number	✓		✓	yes
write my address	✓	✓		yes
read signs at work		✓	✓	Familiar ones only
answer the telephone		✓	✓	
ask directions			✓✓	
write numbers (1–100)	✓	✓		
tell time	✓✓			
use a dictionary		✓	✓✓	
express thoughts & feelings		✓	✓	

My learning goals for this course:

✓ beginning of class ✓✓ end of semester

(E)

Casco Bay Partnership for Workplace Education
Program Evaluation Form

Company: AMERICAN TOOL, INC

Name of class you attended: ESL I/II

Rate the following:	**Not a problem**			**A serious problem**	
Class schedule (meeting times)	(1)	2	3	4	5
				reason:	
Interruption or absence from class for work-related reasons	(1)	2	3	4	5
				explain:	
Transportation to class	(1)	2	3	4	5
Childcare problems	1	2	3	4	5

Would you take another course in the workplace education program, or recommend this program to a colleague at work?

~~I more~~ yes. I would like take more course f English.

Do you feel that this course helped you to improve work-related skills? If so, please describe briefly:

I can talk better with my worker and unders better than before.

How can the workplace education program be improved?

I need more English. and I want to take G.E and I want to know more about citizenship cl

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Casco Bay Partnership for Workplace Education
Program Evaluation Form

Company: HANNAFORD BROS.

Name of class you attended: READING + WRITING

Rate the following:	Not a problem				A serious problem
Class schedule (meeting times)	1	(2)	3	~~(4)~~	5
				reason:	
Interruption or absence from class for work-related reasons	(1)	2	3	4	~~(5)~~
				explain:	
Transportation to class	(1)	2	3	4	5
Childcare problems	1	2	3	4	5

Would you take another course in the workplace education program, or recommend this program to a colleague at work?

YES

Do you feel that this course helped you to improve work-related skills? If so, please describe briefly:

YES, MY READING ABILITY HAS HELP ME UNDERSTAND AND CORRECT PROBLEMS WITH THE R.F. COMPUTERS.

How can the workplace education program be improved?

THIS CLASS WAS GREAT FOR ME. I WAS ABLE TO WORK AT A PACE THAT GAVE ME TIME TO ENJOY READING ~~and~~ AND TO UNDERSTAND WHAT I READ.

(F)

Casco Bay Partnership for Workplace Education
Program Evaluation Form

Company: Hannaford Broth. Co

Name of class you attended: Effective communication

Rate the following:	Not a problem				A serious problem
Class schedule (meeting times)	(1)	2	3	4	5
				reason:	
Interruption or absence from class for work-related reasons	1	2	(3)	4	5
				explain:	
Transportation to class	(1)	2	3	4	5
Childcare problems	(1)	2	3	4	5

Would you take another course in the workplace education program, or recommend this program to a colleague at work?
yes I would

Do you feel that this course helped you to improve work-related skills? If so, please describe briefly:
The skills we learn in this class helped me be more assertive. Taught me how to get my point across more effectively

How can the workplace education program be improved?
I think the way the class agenda was set-up was very effective
No changes

(F)

Casco Bay Partnership for Workplace Education
Program Evaluation Form

Company: Hannaford Bros.

Name of class you attended: English Fundamentals

Rate the following:	Not a problem				A serious problem
Class schedule (meeting times)	(1)	2	3	4	5

reason:

Interruption or absence from class for work-related reasons	1	2	(3)	4	5

explain: People occasionally called away not a problem

Transportation to class	(1)	2	3	4	5
Childcare problems	(1)	2	3	4	5

Would you take another course in the workplace education program, or recommend this program to a colleague at work?
Most definately. The class I had was very helpful to me. I would very much enjoy and benefit from another class. I also would highly recommend these classes to other workers.

Do you feel that this course helped you to improve work-related skills? If so, please describe briefly:
Yes, I will feel much more comfortable putting together memos etc. in the future.

How can the workplace education program be improved?
If it was offered more frequently to more employees it would be nice. Some classes could be a little larger.

(F)

CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION

QUESTIONNAIRE: Why did you drop out of your class?

We're trying to gather information to help us plan for future classes. Please help us by filling out this survey. This is anonymous—your name will not be used.
Please check the appropriate response(es).

Company BF

Class(es) I enrolled in ESL Math / ESL 2&3

I did not complete the class because:

* X Time of class. The time of class was not convenient with my work X and/or personal ____ schedule.

____ Work demands (meetings scheduled at same time; having to work overtime; other _____).

____ Change in work schedule which made it difficult to attend.

____ I signed up for two classes, and they were both scheduled for the same time.

____ It was too difficult working and attending class(es).

____ The class did not meet my expectations.
It was too easy ____; It was too difficult ____;
Other _____

_____

____ Childcare problems.

____ Personal or family problems.

X Other Worked in West Bay, which starts at 1:45 PM, making it impossible to attend.

X I hope to take a class next semester.

SUGGESTIONS: What could we do to help make this program work better for you? will try to attend

_____

_____

Please return to Advisory Committee member.

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G

GED OVERVIEW & PRETESTING

Monday, July 25 - 1:30 pm for second shift employees

3:30 pm for first shift employees

Where: Barber Foods trailer

Topics: Overview of GED
Answer questions
GED pretesting

All pretesting is confidential. If you have questions, call Cathy at 780-5551.

(H)

6/29/94

GED Survey Results
sent 6/6/94

	surveys sent	returned	passed GED	more information
BF	4	3	2	1*
ATC	5	1	1	1*

* I called both individuals who requested more information. I gave them phone numbers and contact people at their local adult education program, and general facts and encouragement. One individual followed through immediately and called me the next day to say she had taken 2 pretests (and done well) and was scheduled to start the GED the week of July 4. passed 7/20

Additional information:
ATC: Employees have been working a lot of overtime. Also, one individual who I sent a survey to, and had done well on a pretest, has been seriously ill.

BF: I see one employee somewhat regularly when I'm at BF. She did well on the pretest but hadn't pursued her GED (nor has she responded to the survey). She had been ill this winter.

I will be doing more pretesting, along with a GED overview session, on July 25 at BF. Notices will be posted at BF and tutors will announce dates and times. I also contacted those individuals who have expressed interest in the past and have never been in for pretesting.

[file: gedsurv.res]

(H)

CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION
CAREER COUNSELING

Subcommittee: Patty Jalbert, Cathy Walz

Recommendations: Offer 4 workshops starting in January or February, to be followed by individual appointments for those employees who are interested. (Individual appointments would be available for employees whether or not they participated in the workshops; USM graduate student would be responsible for this.)

Workshops:

I. Career Decision Making
How to make career decisions by identifying your skills, interests, strengths, and values and matching them with a career. Have USM staff, including Career Counseling graduate student, make presentation to small group. Invite Dan Carrigan or ~~Janise~~ Monaghan to participate for part of the workshop to learn what Hannaford Bros. has to offer. (Hannaford Bros. has a career inventory that includes the above mentioned areas, as well as how to apply for in-house positions, and networking with other departments.) The Casco Bay Partnership does not want to duplicate what Hannaford Bros. already provides.

II. Goal Setting
How to set realistic goals and measure them regarding your career, job, and/or life. (Relate to personal life goals as well as work goals, including performance evaluation, team goals, etc.)

III. Resume Writing
How to write an effective resume. Include appropriate language, how to best sell your skills.

IV. Education
Discuss and answer questions about process for enrolling in school. What's involved: testing, admissions, SATs, Hannaford Bros. reimbursement policy, being a part time student, etc. (School can include college, vocational school, adult education.)

Possible future needs to be addressed:
1) Retirement workshop--both financial concerns and emotional concerns. Suggestion: invite retired Hannaford Bros. employees who have returned to work part time because of the difficulty in this transition.

2) College &/or Job Fair: first see what reaction there is to the above workshops. (Job Fair would be in-house with HBC departments displaying/presenting what they do.)

Submitted: Cathy Walz 11.5.93

(H)

5/18/94
Career Life Planning Workshops for CBP

Lucinda Krauter, a graduate student in the Professional Counseling program at USM, conducted two eight hour workshops on career life planning, one at Hannaford Bros. and the second at The Irwin Company (now American Tool).

The workshops helped people how to better understand the connection between career and self and how we make career decisions. Topics included identifying skills and interests as they apply to career decisions, learning how one's lifestyle/life choices impact choices, interviewing skills, writing a resume, exploring education and training opportunities, and obtaining greater job satisfaction.

The small group classes met once a week for four weeks for a total of eight hours. In addition, Lucinda met with each employee to discuss individual plans and/or concerns, usually for no more than an hour or two. At Hannaford the workshop met from February 1 to March 1 and involved 6 associates. At Irwin 11 employees enrolled and met between cycle 2 and 3 - April 21 - May 12. At Irwin this meant that individuals could still participate in cycle 2 and 3 classes, while at Hannaford's the workshops were held during the second cycle and employees were unable to enroll in more than one course per cycle.

file name: career.sum

(H)

The Casco Bay Partnership
for
Workplace Education

presents

Diversity in Portland:

Panel Presentation and Workshop

at Luther Bonney Auditorium
University of Southern Maine
January 26, 1994
9:00 a.m. - noon

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Program and Speakers

9:00 - 10:30

Welcome and Warm Up

E. Don Bouchard [University of Southern Maine]
Jan Froehlich [National Coalition Building Institute]

Refugees in Maine: Who Are They?

Nazaré Conway [Refugee Resettlement]

Acculturation

Don Bouchard [University of Southern Maine]

Communication Styles: Roleplay

E. Don Bouchard

10:45 - 12:00

Communication Breakdown: Intelligibility and Linguistic Issues

Bart Weyand [University of Southern Maine]

Authority: Roleplay

E. Don Bouchard

Diverse Learning Styles

Don Bouchard

Celebrating Diversity

Jan Froehlich

(I)

Resources: The following is a partial listing of services and agencies in the Portland area

Catholic Charities Maine
Refugee Resettlement Program
562 Congress St
871-7437
Catholic Charities Birthline 871-7464
Catholic Charities Counseling Services
871-7442
Catholic Charities Family Childcare
Services 871-7443
Catholic Charities Holy Innocents
871-1161

Community Counseling
343 Forest Ave.
874-1030

Department of Human Services
(AFDC, Food Stamps, Cash Assistance,
Medicaid, Child Abuse and Neglect)
509 Forest Ave.
774-4581

Family Crisis Shelter
(Safe Harbor for Women and Children from
Abuse and Battering)
Cape Elizabeth
767-4952

Immigration and Naturalization Services
739 Warren Ave.
780-3352

Ingraham Volunteers
(24-hr. telephone Crisis Intervention
Service, responding to all kinds of
emergency and crisis situations)
774-4357

Jewish Federation of Southern Maine
57 Ashmont St.
773-7254

Maine Medical Center
22 Bramhall St.
871-0111
Clinics:
International: 871-2155
Dental: 874-1028
Ob-Gyn: 871-4227
Pediatric: 871-2763

National Coalition Building Institute, Maine
Chapter (training in leadership, diversity
and mediation)
5 Pleasant Ave.
Biddeford, ME 04005

Pine Tree Legal Services
38 Federal St.
774-8211

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Portland City Welfare Office
(Aid for Rent, Utilities, Food, Household Necessities, Prescriptions)
196 Lancaster St.
775-7911

Portland Public Schools Adult Education
(ESL, G.E.D., Reading, Writing, Math Skills)
57 Douglass St.
874-8155

Portland Public Schools Adult Education
(Vocational Program, Community Program)
196 Allen Ave.
874-8160

Portland Public Schools Multi-Lingual Program
Expo Building
874-8135

Preble Street Resource Center
(food programs, clothing, information and referral)
Community Resource Center
252 Oxford St.
874-6560

PROP Family Resource Center
510 Cumberland Ave.
874-1140
Fuel Assistance 874-1144
WIC (Supplemental Nutrition Program for Pregnant / Breastfeeding Women and Children under 5) 874-1140

Social Security Administration
529 Congress St.
1-800-234-5772

State Street Clothes Closet
(clothing)
State Street Church
159 State St.
774-6396

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Reading

Note: Intercultural Press, at P.O. Box 700, Yarmouth, ME 04096 (846-5168) is an excellent local source for titles on cultural diversity, cross-cultural understanding and international living and business.

Of General Interest:

Batchelder, Donald and Elizabeth G. Warner, eds. Beyond Experience: The Experiential Approach to Cross-Cultural Education. Brattleboro, VT., The Experiment Press, 1977.

Bentley, Judith. Refugees: Search for a Haven. New York, J. Messner, 1986.

Condon, John C. and Fathi Yousef. An Introduction to Intercultural Communication. Indianapolis, IN; Bobbs Merrill, 1975.

Dunlap, Jonathan C. "America's Newcomers". Issue Paper No. 1. National Conference of State Legislatures. February 1993.

Episcopal Migration Ministries. Plenty Good Room: A Handbook Refugee Reception and Resettlement. New York, 1993.

Hall, Edward. Beyond Culture. New York, Anchor Press/Doubleday, 1976.

Kramer, Jane. Unsettling Europe. New York, Random House, 1980.

Loescher, Gil and John Scanlan. Calculated Kindness: Refugees and America's Half-Open Door: 1945- Present. The Free Press, 1986.

Loescher, Gil. The World's Refugees: A Test of Humanity. San Diego, Harcourt Brace Jovanovich, 1982.

Luce, Louise F. and Elise C. Smith. Toward Internationalism. Readings in Cross Cultural Communication. Cambridge, Newbury House Publishers, 1987.

Migration News. International Catholic Migration Commission. (ICMC), 1991.

Migration World. Center for Migration Studies of New York, Inc. 1987.

Pusch, Margaret D. (ed.) Multicultural Education: A Cross Cultural Training Approach. Yarmouth, ME; Intercultural Press, 1984.

Refugees. Public Information Service of the United Nations for Refugees (UNHCR).

Samovar, Larry A. and Richard E. Porter (eds.) Intercultural Communication: A Reader. 5th ed., Belmont, CA; Wadsworth Publishing, 1987.

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Scarcella, Robin. Teaching Language Minority Students in the Multicultural Classroom, New Jersey, Prentice-Hall Regents, 1990.

Schechtman, Joseph B. The Refugees in the World: Displacemnt and Integration. New York, Barnes, 1964.

Sheehy, Gail. Spirit of Survival. Boston, MA; G.K. Hall, 1987.

Storti, Craig. TheArt of Crossing Cultures. Yarmouth, ME; Intercultural Press, 1990.

"World Refugee Survey 1992". U.S. Committee For Refugees. American Council for Nationalities Service, 1992.

Zolberg, Aristide et al. Escape from Violence: Conflict and the Refugee Crisis in the Developing World. New York, Oxford University Press, 1989.

Ethiopian People, Culture and Language

Becksmith, Carol. African Ark: the Peoples and Ancient Cultures of Ethopia and the Horn of Africa. New York, H. N. Abrams, 1990.

Farer, Tom. War Clouds on the Horn of Africa: a Crisis for Detente. New York, Carnegie Endowment for International Peace, 1976.

Frydenlund, Marie and Kristine Swenson. Amharic for Beginners. Addis Ababa, Ethiopia, Norwegian Lutheran Mission Language School, 1967.

. An Ahmaric Dictionary: Amharic-English, English-Amharic. California, University of California, 1964.

Halliday, Fred. The Ethiopian Revolution. London, Verso, 1984.

Levine, Donald N. Wax and Gold: Traditions and Innovations in Ethiopian Culture. Chicago, University of Chicago Press, 1965.

Lipsky, George A. Ethiopia: Its People, Its Society, Its Culture. New Haven, Human Relations Ara Files Press, 1962.

. "Refugees from Ethiopia. A Look at History, Culture, and the Refugee Crisis." Refugee Information Series. 1981 Migration and Refugee Services.

Myles, Harris. Breakfast in Hell: a Doctor's Eyewitness Account of the Politics of Hunger in Ethiopia. New York, Poseidon Press, 1987.

Spencer, John H. Ethiopia at Bay: a Personal Account of the Haile Sellassie Years. Algonac, Michigan, Reference Publications, 1984.

Somali People, Culture and Language

Cassanelli, L.V. The Shaping of Somali Society: Reconstructing the History of a Pastoral People, 1600-1900. Philadelphia: University of Pennsylvania Press, 1982.

Farah, N. Sweet and Sour Milk. Sardines. Close Sesame. (A trilogy of novels providing excellent background on Somali culture and politics) St. Paul, MN; Graywolf Press, 1992.

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Farer, T. War Clouds on the Horn of Africa: The Widening Storm. Washington, D.C. Carnegie Endowment for International Peace, 1979.

Lewis, I.M. Modern History of Somalia: Nation and State in the Horn of Africa. (3rd ed.) Boulder, CO. Westview Press, 1988.

Nelson, H.D. (ed.) Somalia: A Country Study. Washington D.C. U.S. Government, 1982.

Osman, M. and R.D. Zorc. Somali Handbook (A Phrasebook with Indexes). Kensington, MD. Dunwoody Press, 1992.

Putman, D.B. and M.C. Noor. The Somalis: Their History and Culture. Refugee Fact Sheet Series No. 9, 1993. CAL.

Samatar, Ahmed I. Socialist Somalia: Rhetoric and Reality. New York, Zed Press, 1988.

Zork, R.D. and A. Issa. Somali Textbook. Kensington, MD; Dunwoody Press, 1990.

Zork, R.D. and M. Osman. Somali-English Dictionary with English Index. (3rd ed.) Kensington, MD; Dunwoody Press, 1993.

Vietnamese People, Culture and Language

Grant, Bruce. The Boat People: an "Age" Investigation. Middlesex, England; Penguin Books, 1979.

Refugees from Vietnam: A Look at History, Culture and the Refugee Crisis. Refugee Information Series. Migration and Refugee Services.

Scott, Joanna C. Indochina's Refugees: Oral Histories from Laos, Cambodia and Vietnam. Jefferson, NC. McFarland & Co., 1989.

Tenhula, John. Voices from Southeast Asia: The Refugee Experience in the United States. New York, Holmes and Meier, 1991.

The Far East Comes Near. Autobiographical accounts of Southeast Asian students in America. edited by Lucy Nguyen et al., Amherst, MA; University of Massachusetts Press, 1989.

Weiss, Lowell. "Timing is Everything." The Atlantic Monthly. January, 1994. pp. 32-36.

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Casco Bay Partnership for Workplace Education

Background: The Casco Bay Partnership for Workplace Education is a federally funded workplace literacy grant that was initiated in May 1993 and runs through October 1994, with a three year extension proposal in progress. The grant was written by Drs. Henry Amoroso, Jr. and Michael O'Donnell of the Literacy Education Department in the College of Education, University of Southern Maine. Three full-time project staff include: Nancy Martz (Project Coordinator), Cathy Walz (Assistant Coordinator), and Linda Evans (Staff Associate). 35 part-time tutors provide on-site instruction.

This national workplace literacy program is a partnership between the University of Southern Maine and four local businesses: Hannaford Brothers (warehouse distribution for Shop n' Save supermarkets), The Irwin Company (machining of steel tools), Barber Foods (prepared chicken entrees), and National Semiconductor (manufacture of integrated circuits). In addition, Nichols/Parker Hannafin (machining of metal parts) is being served by the Casco Bay Partnership, and intends to apply for full partnership status during grant renewal.

The focus of instruction at the worksites is literacy or `basic skills' training. Classes are offered as an opportunity for employees to improve the fundamental skills of reading, writing, English as a second language, math and oral communication --with job-related emphasis in each area on problem-solving, learning, and other critical thinking skills. The benefits to both individuals and companies are described as measurable improvements in: self-esteem and confidence, attendance, participation, job-training outcomes, adaptability to new technology and changes in corporate structure, error/rework/scrap reduction, ability to be cross-trained, promotability, career or educational advancement.

For more information, please contact us at:

Casco Bay Partnership for Workplace Education
220 Bailey Hall, USM
Gorham, ME 04038
(207) 780-5564

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Name of class: E.S.L. I/II (J)

You have enrolled in a workplace education class. Why? What do you hope to accomplish, or what motivated you to sign up for this class?

The topics below are designed to aid you in identifying and categorizing information. You can check as many or as few items as you want, and add your own information as desired.

I hope this class will help me:

Doing job tasks (Task management/technical skills)

to do my job better ✓

to prepare for promotion ✓

Read instruction better write letter to co-workers.

Working with people (Interpersonal)

to speak, listen, write better ✓

to work better with co-workers ✓

TO be more friendly

Thinking clearly (Conceptual)

to solve problems on the job ✓

to understand the job operation/process better ✓

TO be able to ASK Questions

Knowing/improving myself (Self-management)

to become more confident ✓

to test my ability to learn ✓

to prepare for future study ✓

~~Any other Reason~~

(J)

Name of class: Math 2

You have enrolled in a workplace education class. Why? What do you hope to accomplish, or what motivated you to sign up for this class? Review and improve my basic math skills

The topics below are designed to aid you in identifying and categorizing information. You can check as many or as few items as you want, and add your own information as desired.

I hope this class will help me:

Doing job tasks (Task management/technical skills)

to do my job better √

to prepare for promotion ____

I hope this class will improve my quality control ratio on the j

Working with people (Interpersonal)

to speak, listen, write better ____

to work better with co-workers √

_____

_____

Thinking clearly (Conceptual)

to solve problems on the job √

to understand the job operation/process better ____

_____

_____

Knowing/improving myself (Self-management)

to become more confident √

to test my ability to learn √

to prepare for future study √

I didn't realize how much I had forgotten since being out of the classroom.

Name of class: Reading + writing

You have enrolled in a workplace education class. Why? What do you hope to accomplish, or what motivated you to sign up for this class?

The topics below are designed to aid you in identifying and categorizing information. You can check as many or as few items as you want, and add your own information as desired.

I hope this class will help me:

Doing job tasks (Task management/technical skills)

to do my job better yes

to prepare for promotion ____

To help me do better management as time management

Working with people (Interpersonal)

to speak, listen, write better yes

to work better with co-workers ____

To help me write better so people can understand what I mean

Thinking clearly (Conceptual)

to solve problems on the job ____

to understand the job operation/process better yes

To help me understand

Knowing/improving myself (Self-management)

to become more confident yes

to test my ability to learn ____

to prepare for future study ____

Help me confident in Read + write

(J)

POST

Name: Steve Simpson Class: Effective Communications

Company: Hannaford Bros.

You enrolled in a workplace education class. How has this class helped you? Did you accomplish what you set out to do?

The topics below are designed to aid you in identifying and categorizing information. You can check as many or as few items as you want, and add your own information as desired.

This class has helped me:

Doing job tasks

to do my job better ✓

to prepare for promotion _____

It helped me communicate better w/ workers and supervisors

Working with people

to speak, listen, write better ✓

to work better with co-workers ✓

It helped in both situations

Thinking clearly

to solve problems on the job ✓

to understand the job operation/process better ✓

It helped me to ~~retir~~ realize that this company needs good communications to run more efficiently

Knowing/improving myself

to become more confident ✓

to test my ability to learn ✓

to prepare for future study ✓

This course helped me in all three areas listed. It showed me what I needed work on and how to improve myself in other areas

J

Casco Bay Partnership for Workplace Education
Course Evaluation Form

Company: Hannaford Bros

Class: Effective communication Days: tu thurs Time: 10 AM - 12

Thinking over the past weeks, please add your comments below so that we may gather information to design courses which suit your needs.

- **instructional materials:** Excellent

- **instructor:** Brilliant, Always had the class ~~ad~~ agenda planned out and materials ready to begin class.

- **the class itself:** very good. It allowed the students to participate in and recieve feedback

- **your own participation/effort/contribution:** showed up on time, participated in skill sheets (class work) Allowed me to respond to other peoples needs and in return helped me to communicate better.

- **describe your goals:** To someday return to college or technical school to further my education

- **describe your skill areas which need work/improvement:** writing, math

- **evaluate your progress:** Started out slow but threw training I ended up ~~beg~~ being able to communicate better

- **How can this class be improved?** It cant, except for the length of class. It should be a little longer, so as to have enough time in class to finish work presented to us.

(J)

AMERICAN TOOL

PROGRAM EVALUATION SUMMARY

CLASS: MATH 2 & 3

Total number of responses = 7

In response to the question "This class has helped me"?:

Doing job tasks:

	#of YES	%age YES
To do job better	5	0.71
Prepare for promotion	4	0.57

Working with People:

	#of YES	%age YES
To speak, listen and write better	0	0
To work better w/ co-workers	3	0.43

COMMENTS: "The course had nothing to do with relations".

Thinking clearly:

	#of YES	%age YES
To solve problems on the job	4	0.50
To understand the job operation /process better	5	0.71

Knowing/improving myself:

	#of YES	%age YES
To become more confident	7	100
to test my ability to learn	7	100
To prepare for future study	7	100

(K)

AMERICAN TOOL

PROGRAM EVALUATION SUMMARY

CLASS: INTERMEDIATE ESL

Total number of responses = 10

In response to the question "This class has helped me"?:

Doing job tasks:

	#of YES	%age YES
To do job better	8	0.80
Prepare for promotion	2	0.20

COMMENTS: " To prepare for promotion, to read better and understand more", "I much more understand and I can speak leaving messages for co-workers", "Reading list (what side to do)", "Help me to read the order, paper work blueprint or anything about the job", "I was doing better with my job it helped me to understand more words", "Understanding, write and speak better", " How this class the class is help me writen better", "This class helped me to do a job better that I had learn more English so I understanding more than of my job"; "This class has helping me a lot. I can understand people better, I can do my job better and I can improved better", "Because I can read and know what is I doing".

Working with People.

	#of YES	%age YES
To speak, listen and write better	9	0.90
To work better w/ co-workers	4	0.40

COMMENTS: "I can speak better and understand and I can write the note the next person", " Working with people is hard when you don't speak English. With this class it help me improve a lot - I can read and write understanding people better", "I can do my job without supervision,I can work independently"(2), "I won't speak listen written English more. If I have a question, I can ask again"(2), " More peoples understand them happy with my job and friends", "Will my speak is better and I hope go on and on sometimes I had problems with co-workers I do better", "To help me to listen write and speak better when I work with friends and work leader", "Work better with co-worker and understanding one another".

(K)

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Thinking clearly:

	#of YES	%age YES
To solve problems on the job	6	0.60
To understand the job operation /process better	8	0.80

COMMENTS: "What right and what wrong. Knowing the right tool and the sye(?)"; "I can fix my machine when it breaks down"(3); "I understand how my machine operates"(4); "Every I came to work I alway had problem with mgr. I alway kept my job quality"; "Now become easily on my job"; "With English skill I took it help my understand the job I can solve problem, even on machine I do on anywhere with my skill"; "I understand the machine when I run it and I can take care of my own problems".

Knowing/improving myself:

	#of YES	%age YES
To become more confident	6	0.60
to test my ability to learn	5	0.50
To prepare for future study	6	0.60

COMMENTS: "Now I know what it I can doing, but I till want learn some more I the future"; "English is my future study course. I can improving myself or to my kids in future"; " i want to lean better person for myself"; " I learn to ability by myself. I prepare my skill for the future"; " i make sure myself know how to read or write"; " Now I know I am getting better than the last time I been in the apartment in my work place. Take the English class it help".

K

AMERICAN TOOL

PROGRAM EVALUATION SUMMARY

CLASS: ESL I & II

Total number of responses =4 5

In response to the question "This class has helped me"?:

Doing job tasks:

	#of YES	%age YES
To do job better	5	100
Prepare for promotion	2	0.40

Working with People:

	#of YES	%age YES
To speak, listen and write better	5	100
To work better w/ co-workers	5	100

Thinking clearly:

	#of YES	%age YES
To solve problems on the job	4	0.80
To understand the job operation /process better	5	100

Knowing/improving myself:

	#of YES	%age YES
To become more confident	4	0.80
to test my ability to learn	4	0.80
To prepare for future study	5	100

(K)

Casco Bay Partnership for Workplace Education
Course Evaluation Form

Company: BARBER FOODS

Class: READING + WRITING Days: TUES + THURS. Time: 1-3 pm

Thinking over the past weeks, please add your comments below so that we may gather information to design courses which suit your needs.

- instructional materials: I FEEL FOR THIS TYPE OF CLASS WE WERE PROVIDED WITH ALL MATERIALS NEEDED.
- instructor: IN MY OPINION HAD A GOOD PLAN FOR THE CLASS, HAD A BACKGROUND NEEDED TO SUCCESSFULLY TEACH THE CLASS AND HAD GOOD COMMUNICATION SKILLS.
- the class itself: OVERALL WAS MORE THAN I EXPECTED.
- your own participation/effort/contribution: I FEEL I PUT IN GOOD EFFORT AND PARTICIPATION; TO IN RETURN GET THE KNOWLEDGE I WANTED.
- describe your goals: TO CONTINUE WORKING ON READING FOR ENJOYMENT AS I'VE ALWAYS DESPISED READING
- describe your skill areas which need work/improvement: READING MEMORY
- evaluate your progress: I FEEL A PERSONS PROGRESS AMOUNTS TO WHAT THEY PUT IN. I GAVE 95%
- How can this class be improved? HAVE IT'S CONTENT ARRANGED SO IT APPLYS TO OTHER ETHNIC GROUPS.

(L)

Casco Bay Partnership for Workplace Education
Course Evaluation Form

Company: Barbour Foods

Class: Math 1&2 Days: ✓ Time: 1:00 P.M

Thinking over the past weeks, please add your comments below so that we may gather information to design courses which suit your needs.

- instructional materials:
  "easy to understand"
- instructor:
  You couldn't ask for a better instructor, Steve gave me the attention to understand math problems a lot easier
- the class itself:
  Enjoyed the class and the group I worked with
- your own participation/effort/contribution:
  Pretty much ok.
- describe your goals: My goal was to learn more of the mathmatical problems that I needed to improve upon I learned a great deal.
- describe your skill areas which need work/improvement:
  percentage and decimals to fractions
- evaluate your progress:
  I learned more than I realize I could. this program overall helped me to accomplish my needs.
- How can this class be improved?
  The instructure was precise in his learning skills which helped me tremendously.

(L)

Casco Bay Partnership for Workplace Education
Course Evaluation Form

Company: [illegible]

Class: MATH 2 Days: TUES, THURS Time: [illegible] PM

Thinking over the past weeks, please add your comments below so that we may gather information to design courses which suit your needs.

- instructional materials:
  GOOD BOOKS, GOOD GAMES
- instructor: VERY KNOWLEDGEABLE. ABLE TO HELP ME UNDERSTAND THE WHYS OF A MATH PROBLEM, NOT JUST HOW TO GET THE ANSWER.
- the class itself:
  SIZE OF THE CLASS WAS A GOOD SMALL. LEARNING ON
- your own participation/effort/contribution:
  I LIKE TO PARTICIPATE WHEN DISCUSSING. I PUT A LOT INTO THE WORK BEING WHEN WE USE THE BOOK.
- describe your goals:
  MY GOAL WAS TO BE ABLE TO COMPUTE PROBLEMS IN MY LIFE, MATHEMATICALLY SPEAKING.
- describe your skill areas which need work/improvement:
  SOMETIMES I RUSH TO FINISH A PROBLEM, RESULTING IN A MISTAKE.
- evaluate your progress:
  I THINK I IMPROVED A LOT AS FAR AS MATH IS CONCERNED. I FEEL THAT I CAN SOLVE MATH PROBLEMS BETTER
- How can this class be improved?
  I THINK IT WAS A GOOD CLASS, WITH DIFFERENT NEEDS, I THINK THE PACING WAS GOOD FOR EVERYONE.

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L

Name: TOM CROSS Class: MLL 2

Company: HRC

You enrolled in a workplace education class. How has this class helped you? Did you accomplish what you set out to do?

The topics below are designed to aid you in identifying and categorizing information. You can check as many or as few items as you want, and add your own information as desired.

This class has helped me:

Doing job tasks

to do my job better ✓

to prepare for promotion _____

EASIER TO COMPUTE CASES ETC.

Working with people

to speak, listen, write better _____

to work better with co-workers _____

Thinking clearly

to solve problems on the job ✓

to understand the job operation/process better _____

Knowing/improving myself

to become more confident ✓

to test my ability to learn ✓

to prepare for future study ✓

(L)

CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION

News

November 1994

Project Update: A New Grant!

By Cathy Walz

Cathy Walz is CBP Workplace Education Coordinator.

After many months of anticipation, we finally received good news from Washington. Our grant has been refunded for three years beginning in November. How exciting to know we'll be able to see the hard work of the past 18 months carry over and grow. Over 600 individuals successfully completed classes since last September. Courses included English As A Second Language, Reading & Writing, Mathematics, Communications and Career Life Planning. We hope to attract even more participants in the new grant by expanding course offerings. We will continue to work with our current business partners - American Tool Companies Inc., Barber Foods, Hannaford Brothers Inc., and National Semiconductor. In addition we'll have three new partners, Nichols of Portland, Sebago, Inc. of Gorham and Wood Structures of Biddeford. We look forward to a productive and successful partnership!

Hannaford Bros. Co. | Barber Foods | National Semiconductor | American Tool Companies, Inc. | University of Southern Maine

USM's Ties With The Community

by Richard L. Pattenaude

Richard Pattenaude is President of the University of Southern Maine.

Traditionally the learning experience is closely identified with the classroom, particularly at a university. It has been an educational process for all of us to come to grips with the fact that learning is an experience, not a location. Nothing exemplifies that better than the Casco Bay Partnership for Workplace Education.

When Senator Mitchell and I handed out the first certificates of achievement at Barber Foods it was clear that the people who had gone through the classes had achieved something extraordinary. Their skill levels had risen substantially; their aspirations were enhanced; and, their sense of accomplishment was powerful. There can be no greater evidence of the importance of learning for satisfying the human spirit, no matter where it occurs.

What makes this particularly gratifying to the University of Southern Maine is that the project is taking place in business locations,

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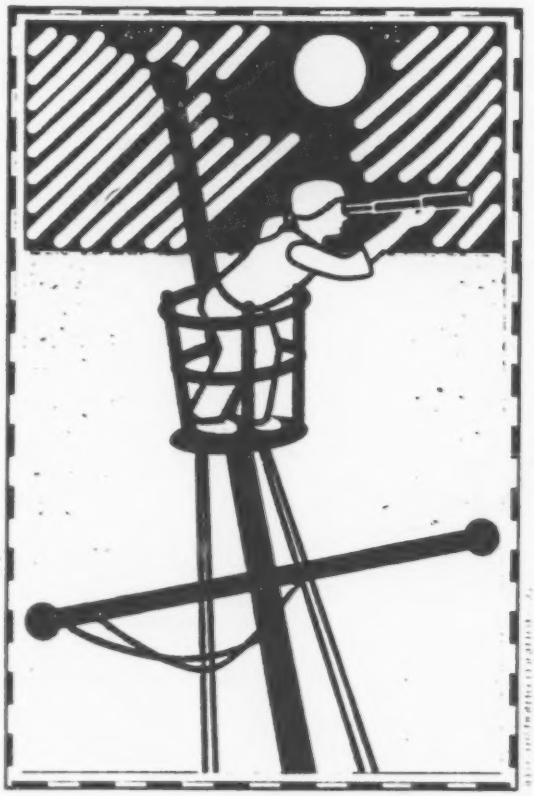
Expanding our View of the World

Thoughts on becoming a reader (and writer)

By Michael P. O'Donnell

Michael O'Donnell is a professor at the University of Southern Maine and CBP Senoir Research Associate.



Sudents often ask me how they can become better readers and writers. Do they need to take a special course? My answer often surprises them. The only way you can become a good reader and writer is to practice, practice and practice. There are no special skills that you need to learn. In fact, our teachers really couldn't teach us how to read, they simply modeled the use of print in many meaningful ways. They demonstrated the pleasures of reading by reading to us, exposing us to lots of interesting stories and wonderful books. They encouraged us to read and experiment with writing. We learned to read and write like we learned everything else in life - by making a commitment to practice.

Just think how much you have learned by reading - and how important reading is to us in our daily lives. How many signs did you read on the way to work today? Unfortunately, many people do not take time to read. A recent poll asked 1,500 adults how many had read a book during the last year. Only one percent or fifteen said they had! Nearly 70 percent said they hadn't read a book since leaving school. These statistics demonstrate that readers (like us) are a very special group of people. We are distinguished members of the literacy club.

Now that you are attending classes in the Casco Bay Workplace Education program, this is a good time to develop a lifelong personal reading habit. You can become an active member of the literacy club. Do you read the newspaper every day? Do you take the time to read different sections of the paper like the editorial page? Have you every written a letter to the editor? It's easy to select an appropriate book. Read one paragraph, if you miss more than five words, it may be very challenging for you to read. If you're really interested in the topic, try reading it anyway.

Everyone respects readers and writers. Reading enriches our personal vocabulary. I keep a "vocabulary address book" containing all the new words I encounter in my reading. I write the original sentences and think of other ways I can use them. Reading greatly expands our view of the world, giving us lots to think about, to talk about - and to write about.

An Innovative Evaluation Model

One of the exciting features of our project is the way Miriam Clasby, our external evaluator, has chosen to write about - or document - the results of the Casco Bay Partnership. She described her role in the last newsletter (May 1994). For the final phase of the evaluation she asked employees to interview their colleagues about their experiences with the project - or to tell their stories. She is currently in the midst of summarizing these stories. Her final report will be available at each business site or may be requested through our office.

Ties With the Community

continued from page one . . .

forging strong working partnerships between the university and its community. This university has a particular responsibility to work effectively and creatively with its community for the benefit of the citizens of Maine. The Partnership satisfies every aspect of that goal.

As we reflect upon the culmination of our first grant period I believe the university has learned a great deal. Learning is a powerful experience independent of place and time. Authentic collaboration with our community enhances our work. These are powerful lessons for the university and we greatly appreciate the opportunity to have experienced them. We look forward to continuing this important task and working in close partnership with our community.

Why I teach in the workplace education program

By Denise Pendleton

Denise Pendleton is a CBP tutor.

Over the past year when I've been asked by friends and family why I teach in the Workplace Education Program, I must admit I haven't always found it easy to answer. I knew that I enjoyed it, but I also knew I could be making more money, and working in warm, quiet, spacious rooms.

> "I have continued to look forward to those 2-hour periods spent in a room often cramped, often noisy, often cold with a large handful of adults from a diversity of countries, languages, and cultures."

But somehow, inexplicably, I have continued to look forward to those 2-hour periods spent in a room often cramped, often noisy, often cold, with a large handful of adults from a diversity of countries, languages, and cultures. I've thought, "maybe it's because I feel so at home in a classroom that I'll just take any classroom I can get, regardless of shape, temperature, or noise levels." But coming from a background of teaching college, I know that there are other conditions that contribute mightily to the joy a teacher can have among students. Strange to use the word "students" for those people in my workplace education classroom. Because they give so much to me, because I learn so much from them. I most often feel that we are all students together. Dare I admit that? Here I have probably come closest to the truth of the matter--I love being a student, would go to lifelong school if I could and I am always seeking those experiences that allow me to learn, to grow, to explore the unknown.

One of the greatest unknowns of course is "foreigners," people who see, speak and think differently from those I grew up with. I grew up in a small Maine town in which newcomers were very rare. I well remember the black family that came to town when I was in second grade; they left shortly after arriving, quietly, no scandals, just the silent vanishing. I read everything I could about those who were different--books about black people, Jewish people, Native Americans and Russian history. So I suppose I am fulfilling a very old desire to come as close as I can to experiencing the world through another pair of eyes.

What am I learning, what have I learned? At the risk of sounding terribly trite, I will say I have learned most to appreciate what I have--my life, my family, my home, my freedom to speak and the leisure of being able to speak in my own language and be understood. I have learned not to be so disheartened by what I (and I fear many others who have always lived comfortably and American) seem not to have enough of--courage, joy, determination, endurance, hope--qualities so clearly in evidence day after day in the refugees I teach and learn from. I read their stories of survival, loss and struggle and when I see them smile, hear them laugh, as I do again and again, I feel that all is not lost, that the world is a better place than I had thought. I have learned that there are entire cultures/nationalities in which joy predominates and others in which unselfishness is more revered than assertiveness. I am learning that much of who and what I am is a product of my culture, my country and nationality and I like to think that perhaps some of those cultural qualities that cause me dismay can change for the better if I am a good student, and that equally, some of those cultural qualities that give me pride can be taught and shared if I am a good teacher.

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Workplace Education: American Tool employees get involved

by Lisa Patterson

Lisa Patterson is Human Resources Manager at American Tool Companies, Inc., formerly The Irwin Company.

Typically when someone thinks of education, subjects such as math, reading, writing, and English come to mind. There is also something else that should be considered - the friendships and ties that are formed between students and with the instructor.

Last year when our workplace education classes began it was like the first day of school. Instructors and participating employees were anxious about the first class; neither knowing quite what to expect. As the classes progressed, everyone became more relaxed and participation during class increased. Not only did students/employees become comfortable and work better with their instructor, but they also developed ties with other employees in the class who they may not work with on a constant basis.

These workplace classes were helpful in two ways. First, participants increased their level of knowledge. Secondly, ties were formed between employees that help create better teamwork.

American Tool Companies is eagerly looking forward to the new grant so we may begin another series of classes. It is hoped that the employee participation levels remain high, and that every employee who wants to improve their knowledge gets involved in a workplace education class.

What Have We Lea

This page is devoted to articles and excerpts from students/employees who participated in the Casco Bay Partnership for Workplace Education. To all of you who shared your experiences, thank you.

A worksmart experience

By Charlene Rideout

Charlene Rideout is an employee at Barber Foods.

As most of us all know about the workplace education classes that Barber Foods and other companies offer to their employees, I would like to share my personal opinion and experience that I had with this program.

The first class I took was Math III last semester. Although I completed Algebra I, Geometry and Algebra II in high school, most of it had been forgotten over the years as I had not used it after high school graduation. I chose Math III for a refresher and to help me prepare to take exams at Barber Foods that could lead to a promotion. Shortly into the class, I realized that I just did what I had to do to get by in high school; for there were many things I didn't understand or even remember learning. Even though back in school I got A's and graduated with honors, I realize now you cannot put a grade average on what you learn.

> "It would be nice to see classes offered that all nationalities could take together."

Because our math class was not too crowded, and it was not a pass or fail situation, I feel I got more out of that class than I ever could have in high school. The teacher had time to give individual help as well as time for the class as a whole.

Being satisfied with that class, I took a Reading and Writing class. I love to write poems and short stories or just about anything for that matter. The main reason I signed up for this class is because I strongly disliked reading. Not only did I hate to read; when I did read, I had a problem remembering what I read when I finished. In this class I have learned that I can read for enjoyment and comprehend what I have read by mentally getting involved before I start. I know now that interest plays a big role in reading. If you can relate and you are interested in what you're reading, you will enjoy it more; most of all, you will get the most out of it.

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Countdown: Writing at Barber Foods

by Tony Falco

Tony Falco is an employee at Barber Foods.

With two weeks left and four classes more
We started with five and now there are four.

Our knowledge we have gathered throughout this course
is stored in our minds.
The pieces we write are of all different kinds.

We learned how to use punctuation in all different ways,
Sitting with our eyes on the blackboard and our minds
in a haze.

Not knowing, when we sit, what we
will learn next,
Going through books text after text.

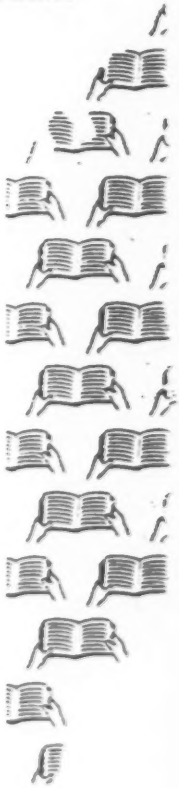
Like the three little kittens who were lost in
the shuffle,
Our voices that we use are not soft and
muffled.

Papers in our folders keep piling up higher
Writing piece after piece trying to get inspired.

The course that we started is finally growing
near,
The pieces that we wrote, someday someone
will hear.

The lessons that we learned hopefully will
help us to write,
It is up to us to know when the time is right.

Thanks to Bo for a job well done,
With only a twelve week course it sure has
been fun.



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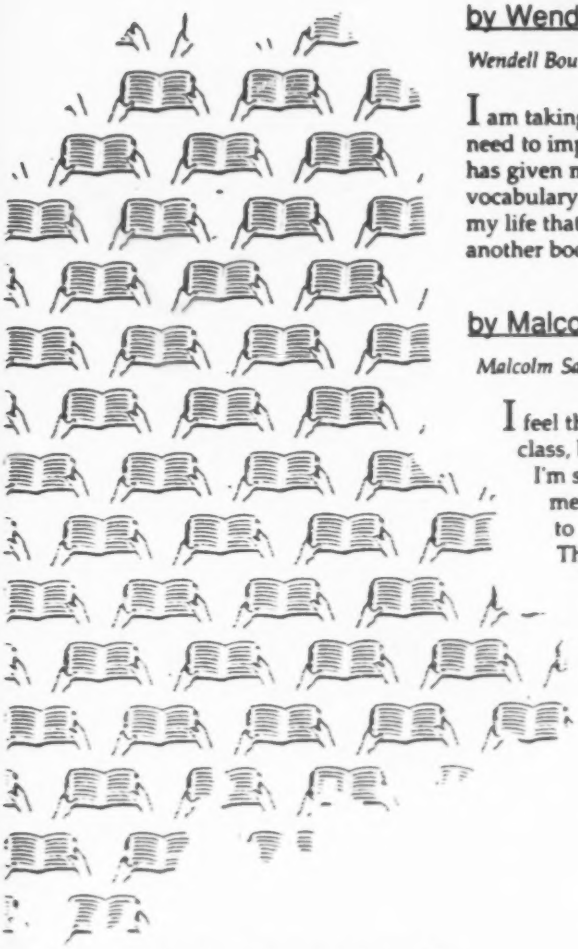

A newfound interest: books!

by Wendell Bourgoin

Wendell Bourgoin is an associate at Hannaford Brothers Company.

I am taking a reading and writing class through work, trying to improve myself. I need to improve my spelling and penmanship. I like the class I'm in. My teacher has given me an interest in reading books. In the long term it will improve my vocabulary and spelling, plus give me more knowledge. It will be the first time in my life that I ever finished reading a book. It was four hundred pages. I've started another book since then and I plan to keep reading when I've got free time.

by Malcolm Sands

Malcolm Sands is an associate at Hannaford Brothers Company

I feel that my reading comprehension has improved by taking this class, because I talk more often about what I read during class. What I'm saying is that practice makes perfect. This also ties in with my memory and retention of information I read. I find myself talking to family and friends about the book I'm in the process of reading. This class has definitely rekindled my wanting to read more often.

Math class

by Tom Cross

Tom Cross is an associate at Hannaford Brothers Company

I took Math, Algebra and Geometry in high school. Sad to say, I don't use many math skills in my day to day routine. Oh, maybe a few basics around income tax time, but I am rusty without a calculator. I was ready for teacher Carol Fleishman's Math II course.

Carol showed the class how to solve long-forgotten math problems and relate them to the real world. Now I can appreciate the advice. As we advanced into the Algebra 1 book, Carol kept all of us challenged. A test at the end of the course proved that everybody retained what was learned. Now I feel ready to help my daughters when they start math in school. Thank you to everybody involved in the Workplace Education courses.

An opportunity for growth & improvement

by Christine Hall

Christine Hall is an associate at Hannaford Brothers Company

I have taken two communications classes through the Casco Bay Partnership for Workplace Education and have focused on my strengths and weaknesses in my interpersonal relationships at work and in my private life.

One of my goals has been to work on developing my presentation skills so that I can give professional small group presentations. Through my communication classes I have learned and used many new tools and techniques for managing effective meetings.

By being critiqued by the other students and the instructor, I was more able to see opportunities for growth and improvement. I enjoyed every class and find learning to be the highlight of my week.

Between tutors & students

The Quest for Common Ground

by Ted Pierce

Ted Pierce is a CBP tutor.

Teaching in the workplace allowed me to meet and get to know, somewhat intimately, people I would probably never associate with under usual conditions. Because writing often involves very personal experiences and can be very emotional it is somewhat astounding that people will open themselves up with virtual strangers in a writing class. I do not attribute this solely to my ability as a tutor to establish a sense of trust and confidentiality in the classroom, but rather to the fact that we all have experiences and feelings that are unique to each of us and these events and emotions separate us from each other and yet bind us together. To use the current hackneyed phrase, ala Bill Clinton, it is the quest for "common ground."

Hannaford Bros. and American Tool Co. employees

At its best the Reading and Writing class served as a forum where everyone had a viewpoint and the chance to express it without being graded or belittled. Communication of ideas was of paramount importance and all had a chance to express themselves. Now I ask you, "How many of us get to do that on a regular basis?" I think people are hungry to communicate on this level. The other piece of this is a recognition of the power residing in the position of tutor/teacher. I get to hear their educational horrow stories and then I am allowed to view all that promise and depth that most of us carry deep inside. It can be a very powerful experience.

A Commendable Experience

by Mary Patterson

Mary Patterson is a CBP tutor.

The students have shown a tremendous amount of growth and development. Their determination and desire to improve themselves was commendable. At every opportunity they would push themselves to learn more and improve their skills. Their understanding of what they didn't know and what they wanted to work on was a critical metacognitive strategy. If you can express in words what you need to learn, you can easily learn the strategies for getting there. I commend their knowledge, hard work and motivation in my class.

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Teaching and Growing - A Journal

by Carole Starr

Carole Starr is a CBP tutor.

Mid-September '93: I just got the word. My Hannaford Brothers communications class will start Monday night 9:30 - 11:30 pm. Am I crazy for agreeing to teach third shift? I'm a morning person, not a night owl. I hope my gut feeling that I know more than I think I do is right. I'm feeling both excited and ready to go and nervous and apprehensive. I think I'm about to find out whether or not I truly am a teacher.

Late October '93: My gut was right. I've found that I really do enjoy this. My biggest piece of learning over the last six weeks has entailed learning to relax and go with the flow of the class, even if that flow is not on the agenda. It's OK to digress if the discussion is a meaningful one. Some of the most powerful learning comes from unplanned events.

Mid-January '94: This week began the second cycle at Hannaford Brothers. Once again I've agreed to teach third shift. Actually, in a perverse kind of way I've come to enjoy the hours. The students continue to amaze me. I have such respect for them. Each of them has been so open, so candid about their individual strengths and areas needing improvement. I know that this willingness to learn has greatly contributed to the success of these classes.

Late February '94: The last few weeks have been both the most difficult and the most rewarding. Each class has been taken up in dealing with all the anxiety produced by the contract negotiations. Despite, or perhaps because of these events, the situation has created quite a "teachable moment" for both me and my students. For much of this month I have felt so powerless, lost in all the organizational turmoil. I suppose I could call this my first "teaching crisis." After much soul searching and journal writing I finally realized that I had been focusing my energies on events that were out of my sphere of control, which didn't get me anywhere and shortchanged my students. By feeling that I had to have all the answers, I denied my students the opportunity to find their own solutions. That realization was very freeing, and gave me the impetus to redesign my role as a teacher from one who has the answers to one who helps others find their own answers.

Early April '94: Despite the fact that these late hours are beginning to wear on me, I've found that I do love teaching. My "teaching crisis" having passed, I feel as if I've relaxed into the role, becoming fully myself. In the classroom I don't worry about putting up a facade. The long-term nature of this project has allowed me to get to know my students and vice versa. Over the past few months I've been able to see their skills and their confidence improve, to watch their perceptions change and expand. I think we've all grown.

Late May '94: The third cycle has started and is now going full swing. A daytime class at last! However, I must admit, it has been strange to see the office area full of people, when I've been used to it being dark and deserted. Whereas the first cycle was devoted primarily to getting to know the communications content and the second to finding the right objective distance as a teacher, the third cycle seems to be primarily concerned with finding ways to gently push, to challenge my students into broader thinking. I've been working on asking good questions, balancing the open-ended and the specific. I want my students to know that I, too, must continually practice and hone my communication skills. I would feel like a hypocrite if I didn't practice what I was teaching.

Early July '94: It's funny how you don't miss something until it's gone. I hadn't realized how much I would miss the teaching until the week following the last class, when suddenly I had this empty chunk of time on Tuesday and Thursday mornings. Hopefully I'll have the opportunity to do this again. In conclusion, to all my students from the three cycles - thank you and keep practicing!

Communications: Uplifting Interactions at Hannaford

by Brian Plourde

Brian Plourde is an associate at Hannaford Brothers Company.

As an Inventory Control Coordinator at Hannaford Brothers Company I interact with many people from both within as well as outside of the company. There is a high value placed on good communications here. When our workplace education program was implemented I signed up immediately, knowing that any improvement or new insight would be extremely beneficial.

Both courses that I took - Communications and Communications Applications - were very helpful in more ways than I expected. The topics that were covered included conflict resolution, active listening, organizing and presenting thoughts and assertiveness training. The instructor, Diana McCain, adapted the material to our individual and group needs. In addition, these courses provided ample opportunity to practice the new techniques we had learned. The group interaction was frequently humorous and uplifting and allowed everyone to know more about each other, their jobs and their outside interests. Most days I came out of these classes feeling better than when I went in. I feel that everyone involved got more than expected out of these courses.

CBP News

asks you . . .

If you have any questions about Workplace Literacy please contact our office.

Casco Bay Partnership News
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If you need special services, assistance, or accommodations to participate fully in this program contact Linda Evans, at 780-5564 or TT (teletex/TDD) 780-5646. Requests for reasonable accomodations must be received 48 hours before an event.

Who We Are: ***The Casco Bay Partnership for Workplace Education provides basic skills training for employees at four businesses in the greater Portland region. The project is funded through the U.S. Department of Education. We are part of the Literacy Education program at the University of Southern Maine.***

Why I teach in the Workplace Education Program

continued from page three

As a writer, I take particular pleasure in guiding others to discover their own voice, their own powers of self-expression and communication. I find it refreshing and fascinating to approach language from a new angle--trying to give meaning to a word I've used daily without thought, trying to answer why our language works the way it does, forces me to stop and ponder, how can I explain what is so obvious to me, so entirely unknown to another? These challenges are ongoing for me as I relearn to see my own world, my own language while guiding them toward their own voice in my English language, a voice that connects them to the country, the community and the people they have come to out of the belief in a better tomorrow.

A worksmart experience

continued from page 4

I feel overall Worksmart has been a great program to help people better their education and work towards climbing that corporate ladder. It would be nice to see, in the future, classes offered that all nationalities could take together, such as human relations, budgeting or even diversity training. It would be a good way to have employees interact with one another and lessen the segregation of the different ethnic groups.

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Writers at Work

Spring 1994

Casco Bay
Partnership for
Workplace Education

We are pleased to present the 2nd edition of Writers-at-Work; writings by the students of the Casco Bay Partnership for Workplace Education with headquarters at the University of Southern Maine.

This publication grew from stories collected during the 2nd cycle of classes held at Hannaford Brothers Company, Barber Foods and the Irwin Company, all located in the greater Portland area.

We are grateful to all the writers for combining experiences and feelings and thoughts into meaningful stories to share with you, the reader.

We applaud these writers and take joy in knowing that each published piece will be savored with delight.

- The Casco Bay Partnership Staff -
June '94

Editors: *Linda Evans*
Hope Daigle
Photographer: *Ray Williams*
Cover design: *Lisa Pizzo*

CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION

Dear Writers at Work,

Thanks to each of you for sharing your story in the first publication of student writings. As a grandfather, two of the stories spoke to me in an especially moving way. Other stories spoke to me more generally. The important thing for all of us to remember and to think about is that all stories written in the workplace partnership, whether published or not, speak to some reader.

To paraphrase William Faulkner, your stories speak to the human condition - of work, of relationships, of living and of dying. Each story adds another distinct and authentic voice to our collective literature. I ramble on here, at your expense. So -

Let me put this another way: the writing possesses the clarity of a high country creek whereas much of what we hear and read is as murky as the waters in an industrially polluted swamp. Again thanks. Good writing, good reading and good learning to all of you.

Sincerely,

Gary Pharness

Gary is an internationally recognized literacy expert and is a founder of Voices, a regularly published journal by adult writers and readers. He has developed learner-centered worker education programs for businesses throughout British Columbia and has served as a work-place literacy consultant to governments and businesses in North America.

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Silence

Phil Carr

Life swirling around!!

Freight trains racing!

Faster and faster!

Everything coming

down at once!

Nowhere to go!

Thunder explodes !!!

inside me!

Pounding !!!

AH ....

Finally,

Asleep....

It's a Good Day

Phil Carr

Today seems different than yesterday. Why it's not even rush hour and already some nice old lady had blessed me and given me a five dollar bill, and this red haired boy with a grin that takes up most of his little body came running over to me, said something in a boyish voice that my ears haven't heard in quite some time and given my cup a quarter and a stick of gum.

Maybe while sleeping the good Lord put a whole new face on me! And everybody approves of it. I wish I had a mirror to see if this is so.

"It must be so!" I shout out loud. Already my cup is full and I've only been up for seven hours. Boy, am I feeling fine. Today sure feels different than yesterday.

I'm feeling so fine I think I'll call it a day, go get something warm to eat and see if I can get my favorite bedding spot before one of the other guys grabs it.

As I'm walking down the street trying to figure out how today's so much better than yesterday I spot a parked car.

"There." I say openly.

There I'll find a mirror to find my answer. I walk faster - anticipating the results of a young handsome face that the Lord has given me. And in the mirror I look to see - why this is the same old wrinkled face - why it's still just me.

As I continue on towards my favorite burger shop I find the crowds of people getting smaller.

I wonder where everybody is - must be a storm coming - I'd better hurry.

Up around the corner I meet up with my good friend Charlie.

"Charlie." I say. "How are you doing on this fine day?"

"Hungry." Charlie says in a mean voice. Nothing unusual for Charlie. He's always in a bad mood.

"Hey Charlie," I say. "How about you and me get a bite to eat?"

"Sure!" Charlie says.

I figured I should ask Charlie, I sure could use the money and all, but Charlie's a good man. And I sure could use the company. So, off we go to the best burger shop in town - Anthony's Burger Shop, home of the greasiest fries in town.

After a rather quiet meal, well other than Charlie's chewing, you see Charlie lost his teeth in the war and can't chew very well. Maybe that's why he doesn't speak very much. His gums and jaws must hurt every time he opens his mouth.

"Well it's getting late," I say. I should probably get going - I'd hate to lose my favorite bedding area so's I can get some sleep and a fresh start tomorrow. With any luck my cup will be as full as it was today.

"Charlie," I say. "It's been real nice having dinner with ya."

"Maybe we can do it again." And as I turn to say my final goodbyes, I see Charlie with a tear drop flowing down his cheek. And as our eyes meet, Charlie smiles, blesses me and wishes me a Merry Christmas.

Long dirt-filled nails,
more wrinkles than hair,
two different shoes,
one red.
A jacket worn earlier by
a man twice his size.
Pants I haven't seen
in years.
A funny kind of look
in his tarnished gray eyes,
show me,
this man could use
a friend.

Phil is a student in the Casco Bay Partnership for Workplace Education in Portland, Maine.

My First Job

Yan Lam

After six months of searching, my first job in the U.S. was at a tire company. It was a retread company. The work there was hard, so hard. I was working with the commercial tire. After a couple of weeks of working in the tire company, I thought I would quit because it was so hard, very hot, heavy and the rubbery smell was very bad. I thought it was hard; but compared to what my friends did, it wasn't too bad. My friends worked with the big truck tires that was much harder. So I decided to stay until I found a new job. It was not easy to get this job. I thought back to when I was in the Philippines I had to work 10 hours a day, seven days a week to get 10 dollars pay. So after some thought, I decided to stay.

I got the job in the winter. At the beginning it was kind of difficult, because of lack of transportation. Every day I had to get up very early to catch a ride to work and when I got out from work I had to wait for hours in the cold for a ride home. Sometimes my friend and I had to stay in a friend's house due to a heavy storm. It was like that until we were able to provide our own transportation.

A couple of months later, I was assigned to work with the smaller tire made for passenger cars. Between my friend and me, I was the one that knew better English and could run the 20 tire machine where I had to read and understand all the function buttons. I felt very lucky to get that job. It was so much easier to work with the smaller tires.

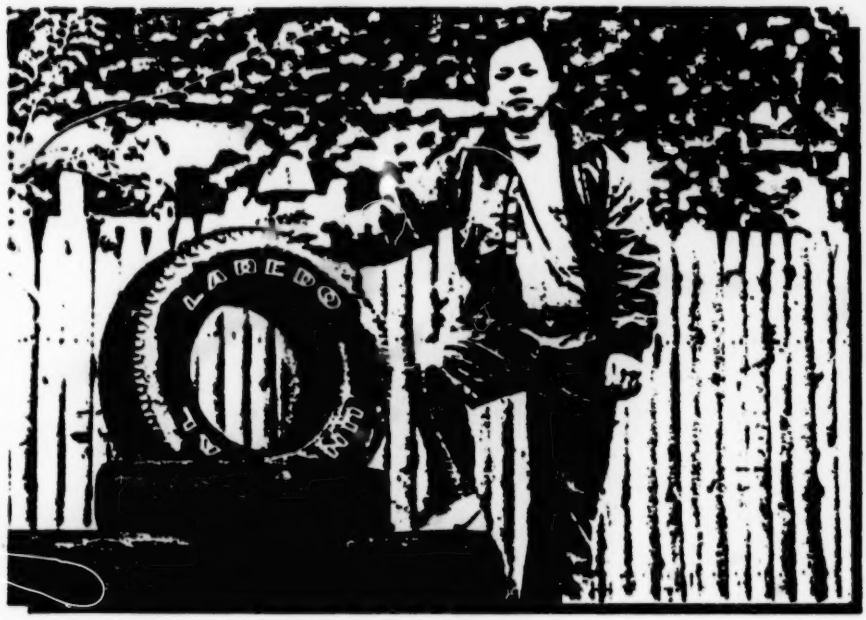
Not long after that, the company opened a second shift. We were assigned to that shift and I was in charge for a few months, until the company had someone to take over. I felt that I had too much responsibility running the machines and compressor. I'm a fast learner and I got used to it, and I did a very good job. I worked better and even faster than the foreman.

I built a very good reputation for myself. Not long later, the company hired a few more of my friends. At that time I kept looking for another job, and Hannaford Brothers was the one I wanted to work for. They paid good and better benefits. So I kept trying.

For almost two years I was doing very good at the tire company, until the company was sold and the new owner tried to cut back employees. My friends got laid off, one by one they were gone. Two of my friends and I were left there and we went back to the day shift.

The situation was getting worse in the company. I was the bottom man. I knew I could lose my job at any time. People started to get worried and some of them tried to get the Union in the company and they did. This was my first job and I had no idea what the union was and what they were doing. When the Union got into the company, I was moved up from the bottom man to the second from the top of the list;

because they didn't go by seniority, but by the job they needed. I didn't know what was going on. People were angry with me and some of them tried to get my job.



At the same time I was working for Hannaford Brothers as a part timer because I needed the money to support my family in Vietnam. I had been trying for two years to get in. It was very hard and heavy work for a small person like me. I worked eight hours at the tire plant and four hours at Hannaford from 5 to 9 p.m. and all day on Saturday and Sunday. Sometimes I had to work until 11 p.m. if the company required. I didn't really have to but I wanted to give the company a good impression that I really wanted to work there and I was willing to work hard.

I was working two jobs for almost 3 months. The tire company started to lay people off again. Two of my friends were already gone and the company tried to make me do their job and my job. I was having a hard time with the company. So I ended up quitting the job and concentrated on the job at Hannaford, which I had already planned to do. At Hannaford I tried very hard. Someone told me I could get a full time job, if I got up to 100% of the work I did. I did it two months later and I was hired full time one month later.

Time goes very fast. I have worked at Hannaford for almost twelve years now. I have come a long way from my first job.

"My name is Yan Lam. I am from Vietnam and I now live in Portland, Maine. My favorite subject is Math. I'm trying to improve my reading and writing. I would like to have my own business like my father's. I like travelling and swimming."

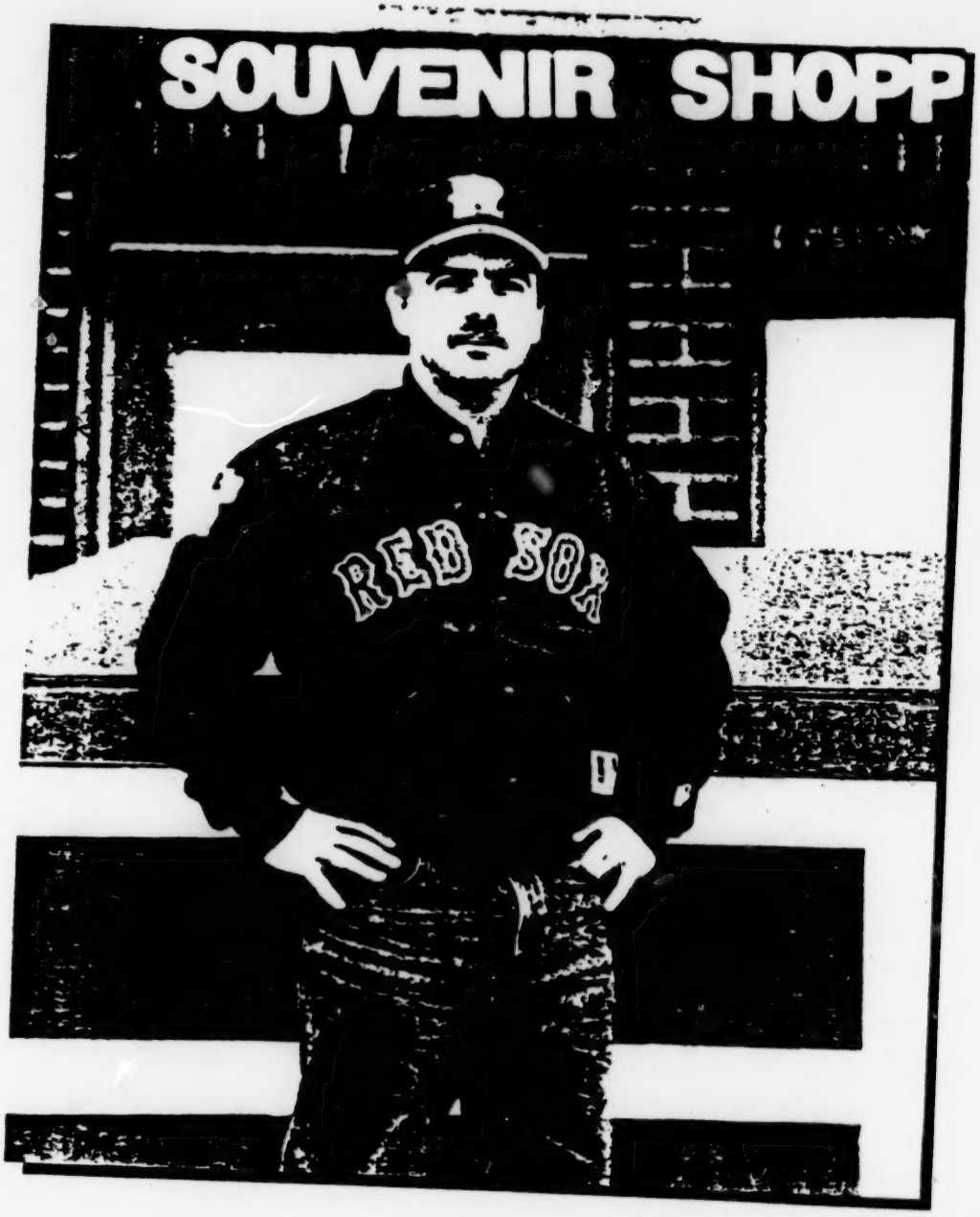
Summer Memories

Tom Bartholomew

Growing up in the 70's one of the most popular and most competitive games in my neighborhood was "wiffleball." Our favorite one had a concrete over-pass on it; thus our home-run target stood, from a determined distance of 75 feet away. The teams were three players per side, which fit nicely between the street curbs. The ball was hollow plastic with about a dozen perforations in it. A crafty pitcher from about 15 feet could make the ball float tantalizingly in front of an anxious batter; only to drop abruptly under a sweeping, groaning swing, bouncing harmlessly off the manhole cover called "home plate." "Feel that breeze!" chorused the unsympathetic fans. The bat, also plastic, was about as thin as a broom handle and about as long, hardly a formidable weapon against a clever opponent. So neither team was opposed to stuffing the hollow club usually with sand that would create a "missile-like" effect when connection was achieved. Playing on asphalt was a "hitter's haven", a hard hit grounder danced along the black surface like a flat rock skipping across a quiet pond. A fielder was hard-pressed to "pick it clean" with seconds to react. With a limited amount of players, we incorporated the "automatic" rule, which disallowed the running of bases for scoring. For example a single was a ground ball that either goes by a fielder or is misplayed. A double resulted from a fly that escaped the fielder's over-head reach, a strong gust of wind could hold a harmless pop-up at the mercy of the fielders pirouetting blindly underneath it. Triples were hit with such ferocity the ball screamed past the fielder with barely a flinch of the body, more a token effort at a futile attempt. Overall home-runs were the "meat and potatoes" of the offense attack. In split seconds the ball, a rising rocket, orbited above the over-pass railing above the dejected pitcher. These launches were trophies of masculinity to the sluggers of each of these teams.

This is the game as I remember it. Many summer days and nights were spent learning to compromise over rules that often changed. We were potential super-stars playing for bragging rights in the neighborhood that summer. I spent my pre-adolescent years addicted to the thrill of this plastic version of baseball.

"My name is Tom Bartholomew. After graduating from Portland High School, I started my 18 year career at Hannaford Brother's Distribution Center. I currently reside in Windham, Maine, staying active in their adult recreation program."



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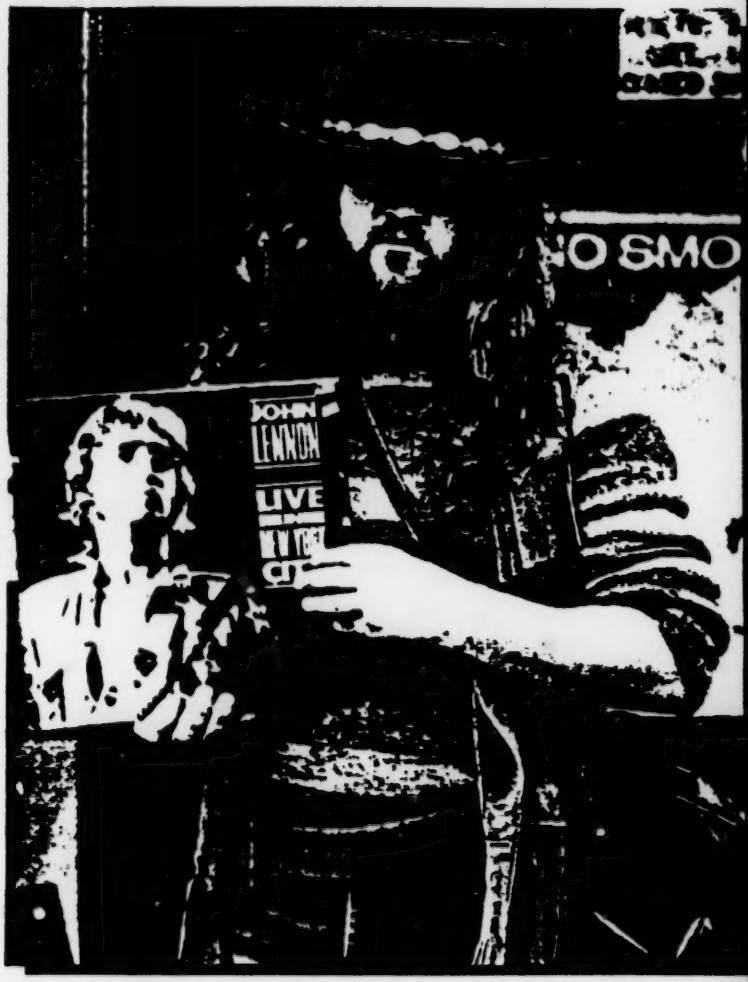
Portland My Love

Stefan Postolache



Before I came here to Portland I was afraid that I would be sent to a huge city, but I was lucky. Portland was, and is still my home, sweet home. I can say for sure that I am happy here in Portland, a "small city" with a heart as big as a wheel. Portland is generous to everybody who expects good and interesting events from the life, so I can say what Joan Baez said, "Here's to life", (Gracia a la Vida).

I was born hungry to be free and Portland gives me that freedom. I mean, nobody tells me how to think, how to dress myself, what to love, what to hate, like in a part of my past life. Nobody says I am a rebel just because I follow my inner feelings.

I miss my country Romania, my whole family, my friends, my customs, I can't deny this, but Portland can compensate me for that. I made new friends here, a part of my family is here, and Enterprise Record Stores offers me all the rock and roll music I ever dreamt of. So, a new culture gets along with Romanian culture in my own house.

There is not time enough to say what I kindly think about Portland, but I can say I was born for Portland, and I try to deserve it.

"I was born in Romania on 04-22-59 in a mountain village and I can say that I miss that village a lot. My parents were teachers, so, my mother was my teacher for four years. After I finished high school I used to work for seven years in different kinds of mines, and, in Paralel I used to study in university. After the bloody Romanian revolution in December 1989, I had to leave my country, being impossible to live over there."

The Flight to America

Chim Meak

On Monday morning, the twenty-third of December 1988, we prepared to leave the refugee camp in Thailand. My family and I and other refugees were registered to go to America. Our clothes and cookware were packed in boxes and brought to the street bus stop. Everyone screamed out loud when we saw the buses coming toward us. We started piling our packages on the roof rack and under the seats of the bus. It was very crowded at the street bus station. Some people were hugging and crying because they were excited and sad to be leaving their family, teachers and friends behind. Buses left the camp at 9:30 AM and headed to the airport. We waved our hands and they waved back to say good-bye. We watched them until we couldn't see them anymore.

I saw paradise on the road to the airport in Bangkok. There was a sweet fragrant smell of flowers in the air and many kinds of tropical fruit plants surrounded their homes. I saw people laying on their diving boards and some others diving into their swimming pools. Their swimming pools were in the middle of their yards. In front of their yards to the left, were their shops with multi-colored strips of candy hanging from them. It was a sunny day. I had a daydream about coming back to live in Thailand. I thought, "I have to become a famous millionaire."

Suddenly I was in Bangkok. It was dark; every house was beautiful and lit up. Everywhere we looked there was traffic. I thought for a moment, "I should have been living here." It was a very popular place. We spent the night in the airport. My father, older sister, and younger brother were sick because of the flight, but not my younger brother and me. I had a conversation with the flight attendants about service, but it was hard because I couldn't speak much English. Sometimes I had to use sign language to talk to them.

It took us three days and nights to get here. My family and I were joyful and felt safe and secure after the long flight. We were very happy to start life in a new world.

Chim is a student in the Casco Bay Partnership for Workplace Education in Portland, Maine.

Granddaughter

Martha Blake

When my granddaughter comes to visit me and spends the night, we have a wonderful time. Her name is Kayla Rae and her birthday is April 23. She always behaves at my house. She is a very bright, bubbly and loving child. When we watch T.V. or videos together, she curls up in my lap in my big chair and we talk, laugh and enjoy every moment. Her perception and understanding is far beyond her years. Kayla loves her mommy and daddy very much. I feel God has given us this very special little gift to brighten every day of our lives, and she brings much joy and love to our hearts.

This is for my granddaughter whom I love very dearly. Thank you Kayla for touching my life. Love you, Grammie Blake.

I Love You Grammie

"I love you Grammie",
This is what she says to me.
My special little girl
Her arms outstretched, I pick her up.
Little arms enfold my neck
We hold each other tight
"I love you Grammie"'
This is what she says to me.

Martha has lived in Gorham for 22 years and has raised two girls and three boys. She has been employed by the Irwin Company for fourteen and a half years. Martha enjoys country music, line dancing, church, reading, sewing, crafts, travel and dining out. Garth Brooks is a favorite of hers. Her very special favorite is her granddaughter with whom she spends much time.

Prisoner

Ly Nang Dang, with assistance from Quyen Ho, Vy Thi Huong Ho and Duc Ho.

Colonel Dieu, Colonel Ut, Captain Thanh were in prison camp in 1975 after the Communists came to Vietnam. In 1978, Dieu was sick in prison camp, so the police communist take him to hospital and get treatment for him. Then I saw him in hospital. While I saw him, he told me he run to avoid prison camp. He asked me if I can help him and I said yes I can. Then, in the night, was a gun search in the prison camp. In the middle of the night, I called Ut and Thanh at 1:30 at night they followed me. We went to Thien house near the prison camp and stayed three days in the garden, hiding and talking about leaving Vietnam and go to Thailand. If we lucky we go to U.S. We agreed to go on April 12, 1978. We went from Thuan Hai to Gialai Contum in Vietnam by train. We walked to Cambodia. It took about 7 days all day and all night through mountains. We brought some food. We reached the Mekong River --very big-- 1200 meters in the biggest part and 800 in the smallest. We cut bamboo and made a boat.

When we cut bamboo many Vietnamese Communist soldiers and Laos soldiers saw us. About 5 p.m. they shoot at us. We ran in the mountains and hid one night. They went to look but they didn't see us. About 6:00 tomorrow they had dog and the dog smelled. We hid in cave and some soldiers came in because the dog smelled us. Soldiers went in a circle around cave and they shoot for about 3 hours. They think we die because we quiet. We had only 1 gun and we don't shoot back.

About 4 or 5 soldiers came in cave and called "Come out with your hands up." They ask, "How many died, how many alive?" We didn't answer because we are frightened. They were very angry, they shoot in the hole. We run back of cave out back door but soldiers there. They caught everyone and tied our hands behind our backs. We follow them to Laos. When they caught us it was about 10 or 11:00 at night. We went to the prison camp about 4:00 or 5:00 in the morning. They fight us, hit us for 2 or 3 hours. They put us in small room and they tie all of our ankles together. They're angry.

We lived in prison camp about 6 months because they wanted to know, they asked every day about what we think, why we don't want to live in Vietnam, why we want to go to America. They think if we go to America, we'll come back and fight them. After 6 months they brought us back to Vietnam. When we came back, we don't live together. Everyone was in his own small room. About 2 years I lived in a small room. No light. I don't see sun. Nobody talked to me. After 2 years we go to court. Two or three lawyers in courtroom. Lawyers are communists. They say we have fault with Vietnamese communist law. 30 years Dieu, 25 years Ut, 18 years Thanh, 15 years Thien, 10 years Lee. I lived in prison only 8 years more. When we lived in prison camp, very hard. We went to work every day. When family came to visit we didn't see them.

"My name is Ly Dang. I came from Vietnam in 1992. I like U.S.A., so I try to come. After prison, I got married in 1986 in Vietnam. My wife is Amerasian. Now I have 3 children - 2 daughters and 1 son."

My True Story

Veasna Am

In April 1973, my family had to flee from my hometown in Savoy Rolom to the city of Phnom Penh. We lived there until 1975. Then Khmer Rouge took over all of Cambodia and they told all people who lived in the cities to move out of the cities in twenty-four hours. My family thought it was peace time so we decided to move back to our hometown. On our way, there was heavy traffic, then they closed the road that we wanted to use. They told us to go the other way which was very difficult to travel. We walked miles and miles in the rain and mud and crossed many rivers by boat. It took us four days to get back to our hometown and on our way I saw all kinds of death.

When we got there, there weren't any houses where we could stay, but Khmer Rouge government gave us land to build a house. The land was very dangerous to work on because we didn't know where the mines were. Both sides had left a lot of mines there during the war and a lot of people were killed while they were weeding their gardens. We lived there for a year and we collected all their crops for them. Then they sent us away from my hometown to the province of Bathtambang.

After we got to Bathtambang, they sent us to one of the poorest towns and faraway from any cities. Most of the people who lived there didn't like newcomers like us. They said we didn't help them do anything. They said we just came and took away their goods and also lived there for free. It took us about a year to fit into their society.

But life was not easy under Communism. We never got enough food, sleep or freedom. They separated everyone from their families. Sometimes when a person was really sick, they didn't believe them. So they called the sick person a liar and then they killed him in front of everyone. We lived under Khmer Rouge for three and a half years. It was just like living in hell.

By 1979, Heangsamrin resistance group and Vietnamese took over all of Cambodia. My family moved to another town closer to the city. We waited for a good opportunity to go back to our hometown. While we were waiting for a free ride, our food got short. We decided to stay and find food around there. But we couldn't get much because we didn't have the right equipment to go faraway and also it was dangerous. Finally, my family ran out of food. At the same time, my mother became pregnant. She couldn't find or do anything and even my father didn't know what to do.

One day my mother and I came back from my grandmother's house. I heard my father's mother complaining that my mother

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didn't stay home to cook food for my father. I told my mother what they had said. I didn't think it was a big deal, but my mother got mad and she asked who said that. My grandmother answered that she did. They argued for a moment and then my mother decided to move out to live with her mother because it seemed like my father didn't want to be responsible for us. From that day on, my mother worked harder and harder and so did I. I was eleven years old at that time. Every day I woke up at around four o'clock in the morning and walked miles and miles to get to a pond to catch snails or to pick anything that I could barter for food. Some days I spent all day bartering, but couldn't barter anything because they didn't want what I had.

One day my father came over and he asked me if I wanted to go back to our hometown with him. I told him I needed to think about it. When my mom came back from market I told her. She said it was up to me. I walked out because I couldn't decide what to do. Then I met some people that lived in the building with me. I told them I couldn't decide whether to go with my father or stay with my mother. They told me about my mother's condition and how difficult it is for a pregnant woman to live so hard. They asked me to stay. I thought for a moment and decided they were right. The next morning my father came over and I told him I was staying. Then he asked my younger brother to go with him and he left. When my mom got back she asked me where my brother was. I told her that he went with father. She wanted to get him back, but they had been gone since morning and she didn't even know which way they went. A week later people who lived near us asked my mother if she wanted to go back to the hometown with them. My mom said she wanted to, but we didn't have enough food and couldn't walk far.

One day we heard a guy say that there was a camp near the border of Thailand and he said he was going to bring all his family there. We asked him to let us come along with them and they said okay. My family and I built a wagon to carry our stuff. It took us two nights and three days to get to the camp. At night we pulled our wagon off the road and slept there. We all risked our lives. It was the biggest risk we had ever faced before.

When we got near Savayisapaun, a town in the province of Bathambang and close to the soldiers fort, we couldn't walk on the road anymore. If we did, and the soldiers saw us, they would send us back where we came from. So we used another way to get away from the soldiers. Finally we got to the last town. There was a control there and

they asked us where we were going. We lied and told them we were going back to our house. If we told them the truth they wouldn't have let us go.

When the controllers let us go, we walked about three miles, then we headed to the town of Anymounth. We all had to wait until dark. Then we swam across flooded ditches to get to the trail. The trail was flat and flooded because it was winter. We had to follow in each other's footsteps in order to avoid stepping on mines. We had gone a long way and I was so tired and hungry. By four o'clock in the morning we had passed through the dangerous zone. Everyone took a break and I went to get some water to cook dinner. I walked into the woods and I saw a dead person laying in the water that I had just taken a drink from. I wanted to throw up, but I couldn't because I hadn't had any food for almost one day and one night.

By afternoon we reached the camp. We lived there for two months. One day my mom went to the doctor and the doctor told her she was going to give birth in a few weeks. He also told my mom that they opened up a new camp that was serviced by the United Nations. We decided to go.

Two weeks after we got to the camp, my mom gave birth to my younger sister. We lived there for three years. While I lived there, I felt like I was living in a prison camp because there was a double wire fence and guards surrounding the camp.

By August 1983, my family's name was called by immigration to come to the United States. First they took us to Thorsic Camp, which is in Thailand, too. We stayed there for two weeks, then we flew from Thailand to the Philippines and stayed at P.R.P.C. camp for eight months waiting for sponsors, job training, and learning English. While we lived there, I felt like I just got out of jail because I could do anything and go anywhere that I wanted to.

April 30, 1984, my family and I came to Portland, Maine. Now we are living together and making a new life. We don't have to worry about hunger, death, or war. Everyone in the family has to work, but we are happy to do so. We know we work for ourselves, not like when the Khmer Rouge occupied Cambodia. In the camps, I heard they called the United States a third world and they also considered the U.S. heaven. I wondered why they called the U.S. heaven until I got here. Now I know why they call it heaven. Because the United States is one of the most powerful countries in the world. You don't have to worry about when war is going to happen or about hunger. Now I am one of the American citizens.

"I like to be involved with people and want to have a lot of friends."

CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION

PROJECT AWARD # V198A30063

FINAL EVALUATION REPORT

January 1995

Prepared by

Miriam Clasby

(8)

CASCO BAY PARTNERSHIP FOR WORKPLACE EDUCATION

University of Southern Maine

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This independent evaluation report was prepared by Dr. Miriam Clasby, who has conducted field-based research projects at local, state, and federal levels.

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Preface

During an eighteen-month period, the Casco Bay Partnership for Workplace Education engaged thirty-five tutors to provide instruction to more than 500 participants in three worksites. Activities and outcomes are summarized in the companion document, Final Performance Report.

From the outset of the project, two basic themes guided activities:

1. **Teamwork:** shared decision making in each component and at each level of project operation;

2. **Self-Directed Learning:** instructional and organizational strategies to assist all project participants in taking charge of their own learning.
   (Evaluation Report: Phase One, November 1993).

This Final Evaluation Report draws on selected documents, observations, and interviews to describe specific ways in which these themes were translated into practice. The purpose is to explore some of the implications of these fundamental values and commitments and their significance in the life of the project.

As the project evolved, several developments underscored the interrelationship between teamwork and self-directed learning. For example, to affirm the central importance of the learner and of self-reporting, at the end of each cycle of instruction participants were asked to identify ways in which the course improved work-related skills (Evaluation Report: Phase Two, May 1994). They identified a range of interrelated learning outcomes. These were then categorized as a) Task Management Skills (both technical knowledge and conceptual skills necessary for job performance); b) Interpersonal Skills (both individual communication skills and group interactions); and c) Self-Management Skills (incorporating such personal characteristics as self-esteem, self-confidence, achievement motivation). These self-reports documented ways in which participants assessed their job performance and identified areas of improvement. In addition, the self-reports affirmed the concept of holistic or integrated learning; technical/conceptual,

interpersonal, and "self-management" skills can all contribute to improved job performance.

For a closer examination of the linkage between teamwork and self-directed learning, this report focuses on incidents at the conclusion of the project. Part One uses two vignettes that capture a critical incident at one site when participant self-reports played a crucial role in fostering teamwork. Part Two summarizes participant reports from the two other project sites. Part Three offers some critical reflections on the data and its implications for individuals and organizations.

I wish to take this opportunity to express my thanks to members of the project staff, Nancy Martz, Cathy Walz, and Linda Evans, who were unfailingly helpful in their support of the evaluation process. Mike Zweigoron deserves a special accolade for his expert interviewing skills and all interviewers and interviewees made important contributions to this final document. The consistent cooperation of personnel at American Tool, Barber Foods, and Hannaford Brothers gave concrete meaning to the term "partnership."

Part One: A Tale of Two Meetings

Meeting #1: Site Project Review

Management staff at the food distribution warehouse site joined the Casco Bay Partnership for Workplace Education with enthusiasm and high expectations. The company had a firm and well-established commitment to teamwork among its 400 employees; it valued good employee relations. But during the past months a long and difficult struggle over unionization had strained relationships, leaving a smog of alienation and disappointment. That discouragement seeped into the agenda of an end-of-project review with project staff, even as managers struggled mightily to be objective in their review of project goals:

> Did the project contribute to the social and personal well-being and growth of individual associates? Achieved to an obvious degree.
>
> Did it improve customer relations and company competitiveness? A correlation is hard to find or realize.
>
> Did it increase morale and associate self-confidence? Self-confidence, yes. Morale, no (too many other things going on).
>
> Did it improve the company's ability to respond to technological and organizational change? It achieved personal goals for individuals, but we found little transference of the personal to the company.

Worksite personnel concluded that continuing the project would be a "tough sell," that other company sites might be more receptive.

Meeting #2: Follow-Up Session

Two weeks later, the project staff continued the conversation with site personnel, introducing a just-completed summary and analysis of interviews with five employees who had participated in the project. As a result of that meeting, not only did new plans emerge for continuation of the project, but site personnel took steps to develop project ties with the in-house HRD program and with other company sites as well.

Why the Change?

No single factor fully explains the 180-degree shift in perspective among site personnel. In the first session, the faculty member had carefully explained the critical role of personal experience in building skills and this may have introduced a new perspective. After using the first meeting as an opportunity to express their own frustration and disappointment, site personnel may have achieved enough distance from recent and pressured events to explore new perspectives. Certainly the information from the interviews contributed to shaping new views on the impact of the project on the organization.

During the interviews, project participants told their stories of what had happened during the project. The analysis of their stories aimed to outline key features and highlight dominant themes. The following selection illustrate some of the key points emerging from the interviews.

1. Work Management: All five employees identified specific ways in which they had improved their performance in the workplace by applying the communication skills, math skills, literacy skills, or problem solving skills presented in their classes. For example.:

- It helped me listen first and that was something I never did. I'd always give an opinion before they finished... It helps to listen to supervisors without getting....to listen to their point of view and then to give your point of view. You get a lot out of it.

- It's given me more confidence in dealing with conflict--different ways to deal with conflict....to try to find some middle ground. It may be I'm dealing with warehousemen, it might be a buyer, it could be in the team--in offering suggestions and finding ways to resolve a conflict or a problem we have without anyone feeling they're losing, that there has to be a winner and loser.

- Probably when I do paperwork--doing for truck drivers, it's helped me out there. Writing things up properly.

- Well, my goal was to take algebra and I found that I needed that to renew some of my skills because there were certain areas I was really weak in and I didn't know how bad it really was until I got into it. And she helped me quite a bit. It might have built up my confidence. I know when I got back on the floor I'd sometimes talk about what went on in the classroom. I don't know if I made a positive impact on the people around me or not.

- When I first started I was quite nervous. And at times, I felt like, you know dropping out. But I found that if I stuck to my goal--OK? I could overcome some of my fears. And that was helpful.

- We did a lot of drills for basic math. She taught us different ways to do basic math--speed math, sort of--just adding. Stuff you do on the dock when you're receiving--counting cases--stuff like that. Plus just doing the time tables in drills--speed drills--stuff like that. Pretty much everybody knew all that anyways--but it just keeps you thinking and you can do it a little quicker the more you do it--I think everybody--she had a stopwatch and I think everybody, you know, improved a little bit with their basic math...handling problems and things in the warehouse.

- I float around in the warehouse doing different job tasks--loading, receiving--receiving, it comes in handy. And also listening. The listening skills helped. She was really trying to get

us to listen to each other. And that comes in handy when you're talking to a truck driver or something--have a little patience. She was really good at it--she was a great instructor. She listened well and I think we all picked up on her ability to listen--a little bit. I give her credit for how I improved. And that's another skill.

2. Teamwork: All five participants described ways in which courses contributed to teamwork: three directly discussed the relevance of the classes for the teamwork; two offered indirect evidence of the impact of courses on team activities. Comments included:

- I think in class too we worked as a team. You know she taught us how to work together to solve problems. You got six or eight guys and they're all different. One time we were working on a project and we all listened to each other's opinion before we gave our opinion.

- Because we work in a team environment within the support group in the warehouse, there have been in the past a lot of opportunities to give presentations, to work in a team environment--team roundtables to discuss problems and to resolve those problems, it's made a lot easier for me to feel I have something valuable to say--to be more likely to speak up--and to offer suggestions and defend my position. It's just given me a lot more confidence. The other thing--where the company is very much in the team concept, I think learning how to work with my teammates--we're not wasting as much time, we working more together. And more and more people are changing jobs or leaving or whatever might happen and we're not replacing them--having to pitch in--having good interpersonal skills and being able to put the job before your personal feelings--and go that extra mile really helps the company.

- I think we not only competed, we participated--extraordinarily. There was people that I work with that I didn't know before. And we got to--more or less--interact and that's quite a help. We had to brainstorm together in small groups about our ideas about what we were writing about. We gave each other feedback--if we liked what they were writing or how to improve it. I think that will come in handy.

Building Rapport: Throughout the interviews, however, four employees emphasized the importance of classes in laying a foundation for teamwork by building rapport with their colleagues:

- As we're going through this class, there was a couple of guys who had gone through it before me--and said, "Remember now, you're going to the same classes I have. You've got to listen to me and let me say my piece before you butt in." And I said, "You're right. I'm sorry. I just..." And it's good. because it helped all the way around.

- We also got critiqued by fellow workers within the group, got to know them a lot better. So now when I see them on the floor they know me, I know them. If I have a problem with something I'm doing on the job or something they're doing that affects my work, I feel a lot easier going up and saying "Can you help me with this?" or "Can you explain this" without them feeling they're going to put up a wall between us because I'm criticizing or I've found an error, We can just talk about it because we've gotten to know each other beyond "I recognize his face." I now know him as a person, I know a little bit about him, and it makes it a lot easier to deal with a work situation. So it's been beneficial in a couple of ways.

- There was people that I work with that I didn't know before. And we got to--more or less--interact and that's quite a help.... Because you get to know a person's name and what some of their interests are. It makes for a better environment more or less. Oh yeh, it's a good positive attitude all around. Before it was like a barrier--OK? You didn't know them and they didn't know you-- and that helps a great deal to cut through that wall. That's what I find.

- You know, I'm a real shy person and taking a class also helps me break away from that....I know there are probably a few guys down there that are like that--I'm pretty sure of that. Speaking in public or around groups has always bothered me. I know that any time I take a class I work on it a little bit. I've noticed that it's helped me. Especially where I'm more receptive to it now. I've realized that's a good way to get out of being shy--you know, a

person that stays in the corner all the time. It helps to take a class.

Learning and Morale: All five employees specifically linked their learning experiences with improvements in morale--for themselves and for the workgroup:

- You have to talk to the guys who were in these classes....they've got more of a positive attitude than a negative. Because if you've got a positive attitude at work and when you come in--it's much better than to have a negative attitude. [You're much happier?] Yeh. And productions up--and they're working better--and they're helping the other guy. Whereas before, the other guy was on his own. So it really helps production that way because they're working as a team.

- Getting to know people in classes--you're much more willing to help somebody out if you know them than if you don't know them--because you don't know what they're up against in their job. And all of these things kind of come out when you're working closer with your fellow workers.

  We got critiqued in everything we did, but it was critiqued in positive ways: "Well, you could use some more work in this" or "You're doing a great job on this." And you don't get that much on the job. You just come in, you do your job, and you leave. And there's not enough time to go around and pat everybody on the back and tell them, "You did a great job today." And sometimes those extra strokes from fellow workers and instructors are just what you need.

  [People I'm in contact with have noticed]...that I seem happier on the job.... I think training gives people a positive outlook in that they have some control over their future--that they have some say in what they do and how they do it--and that they learn new skills and how to use them. It builds self-esteem. I think good self-esteem makes for a happy worker. I know that's how I feel--that I am able to deal with some things that have bothered me all my life--

getting up in front of people, feeling confident, trying to resolve situations without losing control of my emotions, and I think there's been some positive changes for me--and I think people have noticed.

- Actually, it brightened me up. I've been twelve years out of school so I've been brain-dead for twelve years. So it's got me motivated, "This is fun." It's not like it used to be where I hated it.

- We looked forward to coming in those three nights--or was it two nights. People in my class--and I know other people--looked forward to coming to work and going to that class. It made us happier, better, we thought it was great.

- It gives you something to look forward to. Because you do the same job day in and day out. And coming up here was like a break. Instead of using your hands and your legs, you started using your mind. I found that helped me quite a bit.

- My attitude when I was taking the classes was really good. I was excited about coming to work. You know it was now to come to the courses. It made me feel good. But it did get me motivated... I was just happy when I was taking the courses just because I was learning something I really didn't learn the first time around. A lot of things I really had a little more enthusiasm for here--my attitude really improved.

3. Self-Management: Self-Assessment; Integrated Skill Development: A re-reading of these statements suggests additional, more generic, skill development. The interviews, for example, provided an opportunity for employees to demonstrate their skills in self-assessment. Because participation in the courses was voluntary, those who enrolled had already identified some personal challenges that they wanted to address. In reviewing their experiences, they demonstrate skill in charting their progress toward their objectives.

Furthermore, in describing their experiences, they reveal various additional learnings--suggesting that learning involves an intricate web of interrelated skills. Embedded in the reports, for example, are several self-management skills: exercising self-control, practicing patience with oneself and others; persistence after backsliding; openness to different views; accepting and acting on peer feedback. Interviewees report growth in self-confidence and self-esteem, in learning from role models, in conquering fear and self-doubt, in increasing their motivation and initiative.

4. Transfer of Learning: Practicing New Habits: In addition to reporting on improvement in job performance, all five employees described other arenas for practicing skills or demonstrating motivation--ways of internalizing new behaviors.

- [Learning to listen] helps me here in the workplace--and also on the outside--because I'm an umpire. When a player comes up to charge at me or something, I'm eager to charge at him too, you know, because I can override him as an official. Now I've learned to listen to him--let him have his piece--and then give my remarks afterwards.

- I'm also now in my personal life an assistant boy scout leader. And a lot of these things I've learned I can share with these kids. We talked about parenting, we talked about leadership skills, we talked about all these things that kids--if they learn how to communicate as children--then they might not have all these conflicts we have as adults because of lack of communicating with each other. Saying the right things, knowing how to say them, knowing how to approach someone you're having a conflict with. So I've been able to share this with my family--with my co-workers--and with my boy scout troop as well.

- Now I'm writing things on the computer. What I'm doing is trying to write things and send them out and get them published...But as far as future education, I'm also looking into that and maybe by next year...

- But I picked up a lot of stuff--helping my family--it makes me feel good. As far as work goes, the math part helps sometimes--and--I can help the kids--my kids.

5. Organizational Perspectives: At various points in the interviews, each employee offered some perspectives on the organization.

Teamwork, Productivity, Quality

- In my job I have a tremendous amount of customer service....trying to make sure the right product comes in the way we wanted it....Some of the skills I've learned in interpersonal relationships have helped me to think twice before I get angry. And try to find creative ways to solve the problem so that everybody walks away [satisfied]--they feel, well maybe I'm not getting what I wanted now, but we've worked out the best solution we could work out. That way, they're more willing to be agreeable in the future when we have to work together again. I think that makes the transition for the flow of work a lot smoother, and it's definitely going to save the company money.

  If you have to call a company to say "We need this product; we're all out of it and we've got a sale going on," and they know they're going to get jerked around in the warehouse here when they come, they're not going to...do anything special to help out unless they know that when they come here they're going to get received the way they should be received--that they're treated like human beings and not just--you know--a box--a case--a case of product. So I try to maintain good customer relations and having these courses has improved that. I tried before, but I think now I try even harder than before.

- Right now the company wants us to "run the business" so to speak. Whereas management does it now, you know. It's obviously only smarter for us to run the business than management--because we do the business. [More hands-on?] Right. You know they'd still be here to guide us, but technically it would be a smarter way to do it. But anyways, they ought

to have some classes where some sort of management from within, trying to be our own self-managed team--I don't know--there must be different management classes that USM offers--they could offer them to us too to make us understand how to do it better. Things like that. They ought to figure out how they want the warehouse to run. There must be all kinds of classes involved around that would help us out--help the business, help them, and us.

- Well, I operate a machine and newcomers on the floor--I find that a lot of `em don't know their multiplications... they're looking at a 12-block and it's 5 high. And they're saying, "How much is this?" A 12 x 3 and they're saying "How much is that?" That tells me they're weak in math. And I think for these kind of people it would be beneficial if they took basic math to sharpen their skills on the floor. That would help the company immensely. It would make better production time, but it'd also make fewer mistakes which would really be a benefit.

- I'd like to see a little bit more training in the warehouse. I think a lot of guys have gone for rating in control work which is more of a technical title in the warehouse. You have to know a little bit more about the whole warehouse really--you have to know a lot more. I think for an educator or somebody from USM to get that information and make a class out of it would really be helpful--because we would understand the warehouse a little better. A lot of guys--they do one job--some guy standing on the forklift there--pretty much their whole career there actually. As they get older.... But they don't know why they have to do something. If everybody in the warehouse understands every function--and we could say to somebody say from USM "teach us"--because I don't think--I don't think--it would be as easy for a warehouse man to do. But for an educator--if they've got all the information, that would be a general course. Don't know if it's feasible--it'd be a good course. [A course on the warehouse?] Warehousing in general--the whole--you know--a course in warehousing. [Shipping, receiving, forklift driver, getting things back out?] Yeh. [An overview of the whole process?] Yeh. The paperwork involved--let's say. And then if the person goes up to the control desk--and there isn't a control man around or a supervisor--they can handle a small problem without wasting five or ten minutes looking for a controlman or supervisor to

do something simple that only took him five or ten seconds to look up. A lot of time is wasted right there. I think the company could benefit by having us take a course open to all the people that need it.

Organizational Climate

In addition to making comments about the ways in which classes contributed to improving morale, three employees specifically referred to existing tensions in the organization.

- The perfect example [of return on investment] was last year when we were going through all those negotiations and everything, which were really hard because the company's never really had a union, people trying to get a union thought that they needed one, so people were like almost split--because it was close one way or the other. So you didn't know--everybody had differences of opinion.... So by having these classes, it helped you to listen a little bit more. So people were listening more. I don't know--it was different down there because--to me after these classes...at least they listened. And a lot of them could understand the company's views. So they would like be --well, "They're right. And we're right. But we've got to come to a compromise." Before it was never that way: "The company's wrong; the employees are right."

- We felt that the company cared about us; sort of saying: "We care about you, letting you learn a little bit more. Supposedly whatever you guys are learning is going to benefit the company and us--you and everybody." So that was the intent of it. It works--so I hope they don't give it up.

- Definitely [a good investment]. Especially after all the negativity of the union getting in--all that. It's nice to see something positive--bringing us back to the normality of what things were. I think it creates a positive attitude with a lot of the guys--some of the guys don't want to be involved [in classes]-- but there's a lot that do. And the ones that do, it's definitely gotta improve their attitude--I would think--and make things more enjoyable at work.

> I would say if they're going to tell the people investing money in the company that the warehouse is getting back to normal--like classes--that they're offering them again and people are taking them and enjoying them--learning--and improving their minds--and their attitudes--instead of all the negative stuff that's been going in the past few months--the shareholders would have to be happy about that and think that things are improving. They would have to be pleased in that alone I would think.

It should be noted that most of the key points made by participants during these interviews had been cited earlier in the midpoint evaluation that reviewed two instructional cycles in three sites. For example:

> More than 90% of respondents agreed that the course helped work-related skills. On the reporting forms, participants provided dozens of specific illustrations of gains in work management skills, interpersonal skills, and self-management skills.

> More than 90% of respondents gave a positive rating to the course, to the approach of the instructors, and to their own contribution to the class.

Site response to the interviews suggests that personal testimony--echoing distinct individual voices, with concrete, precise, flesh-and-blood references to the workplace, provides more compelling evidence than depersonalized summaries of data.

With this richer basis of common understanding, the real work of project review and planning for the future could begin. Site personnel could review both intended and unintended outcomes, weigh their relative importance, make informed judgments about organizational priorities and directions--and thus enrich the perspectives of the workplace education partnership. Everyone was learning.

Part Two: Corroboration from Other Sites

The design for final participant interviews at each site represented both project commitments and inevitable compromises. Because the learner is at the center of the project, final participant interviews were designed as a pilot--a feasibility test of a strategy for capturing key features of participant experience. But the project budget had no resources for expert interviewers or even for systematic training for interviewers. To address this resource constraint--and to underscore the project commitment to participation at all levels--site participants (tutors or advanced learners) were coached to conduct site interviews with selected participants.

By a stroke of good fortune, the ESL tutor who conducted the interviews at the food distribution center demonstrated sophisticated interview skills--setting participants at ease, prodding for further details, following up on cues and clues. Transcripts from his interviews provide the data for this report. The two other sites (one a 200-employee machine tool company and the other a 500-employee food processing operation) had a substantial number of non-English-speaking employees enrolled in ESL and math courses. Transcripts of interviews with sixteen participants at these two sites provided limited data: earnest interviewers simply did not have the skill and experience to help participants elaborate on their comments; a number of interviewees--many from ESL programs--gave only terse, one-word or one-sentence responses--even in their own language. Clearly, more careful preparation was necessary to produce in-depth data from non-English-speaking populations.

Although the data from these two sites are uneven, common themes emerge as participants consistently reiterate their enthusiasm for the project and its effects:

Work Management: Some self-reports from participants revealed information not easily be observed and some identified specific indicators of results. For example,

- I now understand what should be done at a certain work station and how it should be done.

- I read signs, I understand cautions better.

- Before I didn't understand questions and answers--how to ask questions. After that I can. I can talk about work.

- Bosses can see results themselves by having workers understand them.

- Sometime when they get sent elsewhere...to fill out paperwork, by virtue of being able to do it alone--which comes by virtue of this education--without as much help as they used to have, the company will save money in terms of not having to have someone there to help them in how to fill out the paperwork without making errors.

- The [writing] course helped me put suggestions in a suggestion box in a way they fully understood.. At other time, I don't think they understood my suggestions. [And now they are being considered.]

- I always wanted to write a letter to Clive Cussler [favorite author], but I didn't know how to express myself, so I didn't want to do it. So one of my class projects was to write this letter to my favorite author and he wrote back. It was a big psych--getting a letter from my author.

Teamwork: Perhaps because of the challenge of basic literacy and math skills, the emphasis on teamwork did not emerge as a strong central theme in these interviews. Some comments, however, focused on interpersonal relationships:

- I have a chance to make friends in the classroom with other students and the teacher.

- Maybe another language for us to take to help communicate with the language foreigners have instead of them just learning English. [Like a two-way class--both ways?] Right. It shouldn't have to be just a one-way street. They're here in America and they should learn the

language, but I think we should be willing to learn their language as well to try to understand them more...

- Maybe one other course we should have available here is sign language because we do have one person who can't speak or hear and not very many--I mean very few people communicate with him and I think that in the workplace it would be very beneficial for him as well as us to really be able to talk to somebody than just be kind of a loner and hope that somebody will understand that particular person.

Self-Management: Self-Assessment; Integrated Skill Development. Apparently the link with prior schooling was important for participants. One-third of the interviewees made a direct link between prior schooling and workplace education:

- It was good for me to remember my education twenty or twenty-two years ago.

- I learned how much I had forgotten by not using it. I learned that if you don't use it you lose it.

- The class helped me to remember my old education and to learn new things I didn't know before.

- In high school I didn't progress very far in math....so I wanted to get back into math to see what I missed and so I got what I missed.

- A lot of people are learning-relearning past skills they forgot. In my case I was twenty-five years out of high school and college.

A sampling of comments illustrates a range of competency development in this area such as: achievement motivation, self-confidence and self-esteem, persistence, focusing or concentration.

- After this I need high school--language, reading, writing, listening; I need diploma and the program will help.

- As learn more English, possible to get a job not as physically hard.

- Helped me accumulate more background to get a higher position.

- I had the experience a few months of taking a supervisor's test which I felt that I didn't do really well on. That was mainly due to the fact that my math wasn't what it was supposed to be.... Andy being in the program has brought back a lot of those things I had forgotten and it has opened a door for me.

- I found out I'm not stupid and I really do know how to do math.

- The first couple of weeks was a little rough for me because I was really rusty around the edges. But as the class went along, [the tutor]--who by the way is a very good teacher--who has taken the time to sit down and go over these problems with me that I was having trying to learn fractions, decimals, and percentages. Once I learned them I compared it to a paper I had done when I first started. As we got into Week 7, he brought back the paper and we went through a little quiz. I had improved, I'd say, about 80%. That has helped me a lot.

- It taught me not to give up, keep on plugging at it, plugging at it--do the best you can--and you keep on going until you get the answer--or whatever it may be.

- [It] taught me to do what you're doing at the moment and later on something new will come along and you can enjoy that when you do it. But focus on what you're doing instead of always looking ahead. By doing that it makes what you're working on at the moment seem "funner."

Transfer of Learning: Practice of New Habits

Like their counterparts in the food distribution warehouse, these participants too reported using their new skills in other settings. One noted: "I can go to store, go places without have to look for someone to translate...can take children to appointment and not have interpreter." Another participant who had never alphabetized in his own language reported learning how to write in Spanish, too.

Organizational Perspectives

Participants saw a clear link between the workplace education project and the operations and climate of the organization:

- In terms of being able to put letters to words, can understand things better--warning signs, adding to workplace safety; can understand signs on machines also making their tasks more efficient.

- It's a great way (for the company to spend money). A lot of jobs are going up on the boards and a lot of people may turn away from them due to the fact they may feel they are not adequate enough to pursue these opportunities due to the fact that they may not speak English very well....[This program] helps me make a better employee as far as advances in the company.

- By workers benefitting themselves by education in English, [the company] will also benefit.

Although the messages from these two site interviews may be more terse, the ideas less fully developed, participants from all sites speak with the same enthusiastic voice. After participating in one, two, or three cycles of instruction, they describe themselves as newly empowered and energized by increased technical skills; by bonds forged with colleagues; and perhaps most of all,

by new self-assurance, rekindled hope, clearer direction for the future, and simple gratefulness for the opportunity to learn and to grow.

Part Three: Learning in Context

These self-reports from participants provide evidence that project commitments to teamwork and self-directed learning produced positive outcomes--that the effort was a success. Because of its recent history, workplace education offers a rich opportunity to move beyond traditional analytic frameworks--to draw on emerging themes in related fields for new understandings of events and their implications. Here I briefly survey some perspectives on individuals and their contexts, using them to comment on features of the project.

The Person as Center of Attention

In the Workplace. Almost unanimously, management experts concerned with transformations in the workplace now focus on persons--customers, clients, employees. They call for approaches to participatory management that flatten hierarchies, foster teamwork, and invest in employees. Rapid technological change, in fact, increases complexity, prompting Nobel-Physicist Arno Penzias to put the individual at the center with "the needed information, at the right time, in the right form" (1989, p. 206). Peter Drucker asserts that those who actually do a job know more about it than anyone else and that they must be asked: "What can we learn from you? What do you have to tell us about the job and how it should be done? What tools do you need? What information do you need?" (1993, p. 91)

By putting the person at the center, project interviews yielded several easily overlooked insights about the workplace. For example: employees find it useful to know colleagues as persons (their names, their interests); such personal knowledge (combined with coaching in listening skills) contributes to teamwork-- to giving and taking feedback, to increasing problem solving, to increasing efficiency and effectiveness; small classes provide opportunities for employees to develop such collegial ties and interactions. (Formulas for estimating employee or customer good will are common at a sale of a company; perhaps some enterprising budget officer could calculate a similar formula to estimate the dollar value of activities that contribute to employee good will

and cooperation--to demonstrate return on investment.)

In the Classroom. Educators interested in the process of learning have noted that 95% of what we know about the brain has been discovered in the last twenty years. The study of different personality and learning styles, different types of intelligence has matured over the past decades (e.g., Gardner, 1993; Kroeger and Thuessen, 1993; Kolb, 1983), but almost daily we find new information about the mystery of the human mind. Recent studies, for example, trace intricate neural connections between emotions and judgment that hold powerful implications for educators as they work to establish conditions conducive to learning--to grapple with the dissolving boundaries between feeling and thinking (e.g., Blakeslee, 1994). Such findings reinforce research pinpointing perceptions of self-efficacy as a key factor in ongoing learning (e.g., Bandura, as cited in Mikulecky, Albers and Peers, 1994; p. 20). It adds further legitimation for the twenty-year experience at Alverno College to construct a work-related curriculum centered on skills in and strategies for self-assessment (Alverno College Faculty, 1993). Despite continued bafflement about how our minds work, pioneers have forged new approaches that respect the complexity, the diversity, and the integrity of individual learning.

The Casco Bay project grounded its curriculum and pedagogy in a commitment to holistic, self-directed, work-related learning. The reports of participants provide indicators of their responses to these priorities: they describe intricate linkages in developing technical, interpersonal, and self-management skills; they give strong evidence of taking charge of their own learning, of practicing new skills, and of anticipating continued future learning; they report and affirm the connection between their personal development and their job performance.

The Context as Center of Attention

Organizations in Transition.

Two leaders in the field of organizational change illustrate a current emphasis on process and

relationships in organizations. Weisbord (1987) deftly charts a century-long learning curve: first, Taylor's focus on factory efficiencies produced a pattern of experts solving problems. By the 1950s, research on small-group interactions led to a pattern where groups solved problems. The development of systems analysis in the 1960s produced a wave of experts focused on improving whole systems. For Weisbord, today's world calls for a new pattern: everybody improving whole systems.

This participatory approach to problem solving in organizations closely reflects Senge's description of a "learning organization" (1990). Senge identifies five features:

personal mastery: personal growth and learning; continually clarifying and deepening our personal vision;

mental models: our internal images of how the world works; unearthing our internal pictures of the world to scrutinize them, and to make them open to the influence of others;

team learning: thinking together; mastering the practice of dialogue and discussion;

systems thinking: an integrating skill that fuses all others; there is no "outside"--you and your problems are part of single system;

building a shared vision: a common caring; unearthing shared pictures of the future that foster genuine commitment.

These rubrics link individuals and the organization in a parallel process of ongoing growth and development in a demanding and difficult--but creative--spiral of learning.

The Casco Bay Partnership for Workplace Education reinforced its commitment to individual development by an equally firm commitment to teamwork--to a multi-leveled partnership. The

effort of tutors to structure a classroom environment that affirmed the dignity and potential of each individual simply reflected similar efforts at teamwork in other phases of project operation--in the training and coaching of tutors, in staff tasks and interactions, and, in building cooperative relationships with business partners.

It requires no stretch of imagination to identify the two sessions for project review at the food distribution warehouse as a concrete example of a learning organization. Participants open to new information engaged in discussion and dialogue to forge an alternate view of the future--a view that rooted the project more firmly within the operations of the organization. There is no fixed formula for next steps; there are, instead, some firm principles and commitments, a willingness to invent and create--to move forward in an open spiral of learning.

A World in Transition. The litany of dramatic global changes already has a familiar ring: massive disruptions and tentative realignments are reshaping traditional political and economic spheres. We can point to the dissolution of the Soviet Union or the collapse of apartheid in South Africa, to new technologies that transform national economies by influencing the where, what, and how of production. The shifts are seismic--taxing the ability of any individual, of any specialized discipline to grasp their import.

But even subtler and more profound shifts further complicate the picture. Since the turn of the century, scientists have been laying the groundwork for a conceptual revolution--for what we often too lightly label a "paradigm shift." These new "mental models" of the universe are revolutionary and unsettling precisely because they erase the seventeenth-century rationalistic model that has guided thinking and promised fixed certitudes. Synthesizing new perspectives, Margaret Wheatley (1994) selects some key scientific discoveries and examines their implications for our ways of knowing; e.g.: She notes that quantum physics demonstrates that the world is not a machine made up of separate entities that can be observed. Particles can be observed only in relationship to something else and these unseen connections are the fundamental elements of all creation. Everything depends on relationships.

In describing a world that is fundamentally participatory, she refers to "a web of dynamic interrelationships." Elementary particles are "bundles of potential" that can be observed only in interactions with each other and the environment. The act of observation, for example, brings forth the manifestation of what we are observing--evoking its potential.

In a chapter headed "Space Is Not Empty: Invisible Fields that Shape Behavior" she includes a quote: "The Newtonian picture of a world populated by many, many particles, each with an independent existence, has been replaced by the field picture of a world permeated with a few active media. We live amid many interpenetrating fields--each filling space." (Wilczek and Devine, 1988, 163).

Vaclav Havel, poet/dramatist, former political prisoner, now president of the Czech Republic, in asserting the revolutionary nature of these changes in our thinking, draws out some implications:

> We have to abandon the arrogant belief that the world is merely a puzzle to be solved, a machine with instructions for use waiting to be discovered, a body of information to be fed into a computer in the hope that, sooner or later, it will spit out a universal solution....
>
> We must try harder to understand than to explain. The way forward is not in the mere construction of universal systemic solutions, to be applied to reality from the outside; it is also in seeking to get to the heart of reality through personal experience. Such an approach promotes an atmosphere of tolerant solidarity and unity in diversity based on mutual respect, genuine pluralism and parallelism. In a word, human uniqueness, human action and the human spirit must be rehabilitated (1992).

Havel's words illuminate some of the most powerful and promising aspects of a few brief months in the life of the Casco Bay Partnership for Workplace Education. The Casco Bay story underscores the importance of articulating the values that drive an initiative. Project commitments to teamwork and self-directed learning produced concrete strategies for affirming personal experience and promoting personal and organizational learning. In an uncertain world--facing an even more uncertain future, such an achievement is both a cause for celebration and a source of courage for the ongoing task of creating the future.

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